

School Activities



All-Nations Assembly Cast, North Little Rock High School, North Little Rock, Arkansas



Crowning of the Homecoming Queen, Moberly Junior High School, Moberly, Missouri

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We Invite You to Enter
the
NINTH
ANNUAL YEARBOOK
CRITIQUE and CONTEST

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School Activities

HARRY C. MCKOWN, *Editor*

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CONTENTS

As the Editor Sees It.....	322
Educational Ideals in Wartime.....	323
<i>J. R. Shannon</i>	
Civil Identification Project.....	325
<i>Nellie Mann</i>	
Glee Club Dedicates Service Flag.....	326
<i>Margery L. Settle</i>	
Scholastic Journalism and the War.....	327
<i>Laurence R. Campbell</i>	
No State Championships.....	328
<i>Ray M. Berry</i>	
Flag Salute Vitalized.....	330
<i>Jerome W. Mohrhussen</i>	
Organizing a High School Co-Op.....	331
<i>Betty P. Beaver</i>	
Radio, a School Activity.....	333
<i>George Jennings</i>	
A School-wide Better English Campaign.....	334
<i>Edith Voight</i>	
Competition Develops Cooperation.....	335
<i>Howard G. Richardson</i>	
Recognition Boosts Sale of U.S. Stamps and Bonds.....	336
<i>I. M. Fenn</i>	
A Timely Project for the Home Room.....	337
<i>Earl K. Hillbrand</i>	
After High School—What?.....	338
<i>J. Paul Gardner</i>	
Bowling for Girls.....	340
<i>Mildred A. Schaefer</i>	
School Radio Programs.....	341
<i>Sophie Miller</i>	
A Junior High School Buys a Jeep.....	342
<i>Heber Eliot Rumble</i>	
Student Government, an Aid to the Teacher.....	345
<i>A. O. White</i>	
News Notes and Comments.....	347
Something to Do.....	350
Index to Volume XIV.....	358

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As the Editor Sees It

Undoubtedly you have already listened to returned service men and women speak in the school assembly; and, probably, you have heard some very poor presentations. Obviously, (1) many of these individuals are better soldiers and sailors than they are speakers, and (2) most of them are self-conscious when speaking about their activities. This program should be good in its routine details as well as in its subject. Hence, unless the speaker is unusually gifted, it is a good policy for some competent member of the faculty to "interview" him. This arrangement represents a natural setting which obviates the difficulties indicated above, covers all important points, and presents them pointedly and attractively.

The Student Council of the Latrobe, Pennsylvania, High School together with a local organization called "One Hundred Friends of Art" has just added five more paintings to the school's permanent art collection—one of the largest in the state. And the Latrobe Public Schools recently held its 18th annual Art Exhibit. Here are two good ideas for council projects.

The question of the legality of requiring a salute to the flag in opposition to religious belief is still unsettled. The first court cases have nearly always been decided in favor of the requirement, but, in several instances, the decisions of the higher courts have reversed these, largely on the ground of "religious freedom." Hence, if this irregularity appears in your school, don't make a case out of it. You may lose.

It may not be polite to brag about your own stuff, and usually we don't do it. However, sometimes material merits a special word. In this issue we have two special words.

First, we believe that you will agree with us that C. C. Harvey's "Something to Do" department is unusually good. And if you believe that all of this material just comes in, you are mistaken—most of it has to be "dug up." In spite of a very full personal schedule, and despite a rather sudden impressment into this responsi-

bility, Mr. Harvey has done a good job.

Second, during the past few months we have read a considerable number of both published and unpublished articles on the general topic of "Educational Ideals in Wartime." And we are frank to state that the article under this title in our present number is the most pointed, incisive, and discerning that we have seen. Mr. Shannon is now Lt. Shannon, United States Air Forces.

Restrictions on buying have centered new attention on caring for clothing. But relatively few students, usually only those in home economics classes, receive this information and training. So why not plan some home room discussions of it for next fall?

A Service Scrap Book, composed of pictures and letters from former students now in the fighting forces, would make a good council project. Bound in a substantial cover, this material could be made available through your school library.

The practice of higher institutions, both general and technical, of granting scholarships to qualified students is growing by leaps and bounds. A serious attempt to keep up with these opportunities and to make the information available to the entire school should be helpful. Even more than that, it is an obligation. Too often, heretofore, this type of information has been passed out "piecemeal" to only a few students.

Now is the time to begin to think about next year's extra-curricular program. Naturally, you will have to decide soon upon the military emphasis in your physical, home room, club, assembly, publication, council, and other activities. So be thinking about it.

We know of one school in which the band has been sidetracked, apparently being crowded out by a demand of the girls for military training. We believe that this was a poor trade, educationally.

Well, so-long until next fall. Have a profitable summer.

Educational Ideals in Wartime

JUST as war is a time for testing some people's loyalty to their country, so is it a time for testing some people's loyalty to their educational ideals. Educators and school administrators who have allegedly believed in the child-centered curriculum have been stampeded during the period of war hysteria into forcing high school pupils to drop previously planned courses and substitute special courses in mathematics, science, or aeronautics. Speed-ups have been inaugurated. Relative emphasis in curricular content and methods of teaching have been changed, regardless of the basic philosophy of education on which the pre-war programs rested. Curricular programs which were carefully worked out over a period of years in the light of the best educational theory have been tossed overboard, and hastily conceived "war programs" have been substituted therefor. Apostles of makeshift and expediency have usurped the positions of leadership rightfully held in normal times by discriminating philosophers. The field of extra-curricular activities also has been invaded and is being surrendered by the educational faint-hearts.

Up to the time of the war, extra-curricular activities in high school had gone through four stages of evolutionary development. Now, it seems, they are entering a fifth. Not all high schools have gone through all four stages, to be sure. Some old schools have never got beyond the third stage, and, since outogeny need not recapitulate phylogeny, now high schools have not had to experience the earlier stages.

The first stage in the evolution of extra-curricular activities in high school was a stage of suppression. Activities were assumed to have been begotten by the devil, since pupils enjoyed them and participated in them wholeheartedly. They lacked "disciplinary value," the fundamentalists argued. But, seeing pupils persist in their "evil ways," the old-timers said, "Well, boys will be boys," and grudgingly conceded to human nature. Thereby, the second stage, a stage of toleration, was introduced.

Then some opportunist saw his chance: use the extra-curricular activities as a bait for the curricular. Don't let the boy play football unless he passes in algebra. Academic eligibility for athletic participation became—and still is—universal. Although there is no more inherent reason for making algebra a prerequisite for football than for making football a prerequisite for algebra, the third stage became established as a result of the momentum carried over from the first and second stages in the historical development. Most high schools were still in this third stage at the outbreak of the war, but fortunately the bait feature was not applied generally except in athletics.

Finally educators began to realize that extra-

J. R. SHANNON

*Director of Research
Indiana State Teachers College
Terre Haute, Indiana*

curricular activities had values in themselves and should be fostered for their own sake, coordinate with the curricular instead of subordinate. High schools operating on this acceptance inaugurated the fourth stage.

Then came Pearl Harbor. Everything which did not contribute to the war effort or to the subsequent reconstruction in a very obvious manner was sacrificed by the hysterical. In effect, this sudden change constitutes a reversion back to the second stage of the historical development of school activities.

The clamor for a return to the "fundamentals" in our all-out war effort is being directed most viciously, perhaps, at high school athletics. Whether the attack is fostered by reactionaries who are using the war as an occasion to achieve their ends, or whether it emanates from innocent but misguided individuals, is conjectural. In either instance, the school administrators who are falling into the reactionary trend need to be shown that a wholesome program of athletics helps the war effort, rather than hinders it.

President Roosevelt, on his own initiative, preserved organized baseball in 1942, and thus far in 1943 spring training programs are proceeding according to schedule. The public needs something to yell for. Must high school fans be deprived of the recreational and sublimative values provided by amateurs which professional baseball players provide to "professional" fans?

The Army assumes that athletes and ex-athletes make better officers than do non-athletes. West Point and Annapolis are experiencing no retrenchment in their athletic programs. Every Army and Naval base has not only athletic activity as a part of its physical training program, but it also has teams on a competitive basis to play similar teams from other bases. The most conspicuous feature in the routunda of the monumental administration building at Randolph Field is an elaborate trophy case containing two dozen magnificent trophies in football, baseball, basketball, and track. In light of the emphasis placed on athletics in the armed forces, it is hard to justify any diminution in athletics in high school.

Athletics probably constitute the chief extra-curricular activity in most high schools, and it probably is first also among the corresponding activities in the armed forces. But in both high schools and in our armed forces, dramatics and journalism are prominent. If the Army and Navy regard dramatics and journalism as funda-

mental, what right has a fundamentalist to call them fads in high school?

War aims and peace problems can be treated as thoroughly in high school by dramatic, forensic, and journalistic enterprises as they can in civics classes. Clubs and musical activities, Hi-Y and Blue Tri, also can contribute toward these same ends. If it is true that the reaction against extra-curricular activities in high school gained its momentum among men who failed to see the service such activities could render to the war program and subsequent peace, let such men look deeper.

The high schools that are succumbing to the demand for retrogression are manned by administrators who in all likelihood had never gotten beyond the third state of evolution of extra-curricular activities in their own thinking. They never were "saved souls" anyway; if the extra-curricular programs in their schools typified the fourth stage, it was because those administrators were following the crowd and getting on the bandwagon, not knowing why and not being able to defend their programs against attack. Now, with a swing in the other direction, such administrators are consistent with their former behavior; they are still trying to ride the bandwagon.

If, however, any real progressiveists are retrogressing in these times of stress, all we can say is, "O, ye of little faith! Not only are these times which try men's souls; they are times which try men's educational philosophies."

A Student Leader Evaluates the Extra-Class Program

In earlier issues of the *News Reporter* articles have appeared setting forth the principles upon which the extra-class program is organized and administered. As a sequel to these articles, the editors offer the following statement by a student leader, Miss Rosemary Wilmeth of Indianapolis, Indiana, president of Civic Association:*

"Wherever one is or whatever one does, he must live and work with other people. To do this successfully, one needs a knowledge of human personality plus the ability to use that knowledge in his daily contacts with others. The best way to learn, we are told, is to learn by doing. And here, I believe, is the major contribution of the extra-class life at Stephens: It provides every girl on campus the opportunity

*The student Civic Association is a comprehensive all-college organization, chartered by the administration, with power to foster, direct, and control all non-academic activities of the campus.

to acquire valuable experience in the art of democratic group living.

"We are very proud of the fact that the record for last year shows one-hundred per cent par-

ticipation on the part of students in extra-class activities. This means that every girl at Stephens accepted an *out-of-class responsibility* of some sort. New juniors, for example, are immediately asked to assume responsibilities in connection with the residence hall social program: they must plan, decide, and organize; they must see that things 'run smoothly.' It is often amazing to see the effect which such participation has upon the general attitudes of students. It gives them a feeling of belonging. They gain confidence and acquire a sense of usefulness. As they learn on 'small jobs,' they are ready and willing to take on more important responsibilities. They have taken the first steps toward dependable leadership and cooperative group living.

"By the second year many girls have qualified themselves for official positions in some branch of the all-campus student organization. Some are elected to legislative groups who study living conditions and living needs on campus and decide what action should be taken. Others are members of personnel groups, such as hall councils, whose responsibility is to see that campus morale is maintained and group regulations and standards upheld. Others assume managerial responsibilities and acquire practical experience in business management, employer-employee relationships, and the handling of finances. And whatever their special field of responsibility, all students have ample opportunity to express and support their opinions in discussion. The many group meetings, such as clubs, student convocations, and hall councils, are agencies for the development of intelligent leadership.

"One outstanding and significant fact is the constant challenge to judgment which the student meets in fulfilling her extra-class responsibilities at Stephens. From the plans for a hall party to the selection of candidates for the spring elections the student must weigh alternatives, consider purposes, and make decisions. Such experiences are important in acquiring a mature outlook and in developing a critical sense of values.

"I am completing my second year of active extra-class life at Stephens. Some of the things I have seen happen I would once have called 'the impossible.' I have seen girls of little suspected talent rise to meet their responsibilities and, in so doing, create a new personality for themselves. I have seen them in one short year change records of failure to success. I have seen them grow from weakness, dependence, and fear into strength, confidence, and enthusiasm. Such evidence of the influence of education in the development of leadership gives one a sturdier hope for the future.—*Stephens College News Reporter*.

To insure a victorious peace, there is abundant evidence that more and more up-to-date schools are intensifying their programs of training for democracy.

Civil Identification Project

PERSONAL identification of some kind has been the fashion from the earliest history of mankind. The members of savage tribes were distinguished from those of another through distinctive attire or bodily decorations (usually scars which were the result of self-inflicted cuts or burns). In civilized peoples, differences in dress of the various social classes were clearly defined. Slaves, criminals and even soldiers were either branded or tattooed. Even today there are certain tradesmen who wear distinctive attire, and the armed forces of the various nations are readily identified by the color of their uniforms. All these are forms of identification.

Bertillon perfected a system of identification in 1882 whereby criminals could be apprehended by means of photographs and personal descriptions. This method is now obsolete in most countries, yet photographs and descriptive data render invaluable assistance in identification activities.

Mr. John Edgar Hoover in "The Identification Facilities of the F. B. I." says, "In attempting to trace the origin of the finger-print science, a distinction must be drawn between man's realization that the tips of his fingers bear a diversified ridge construction and the application of this knowledge to the problem of personal identification; the first is a matter of idle observation, the second the result of development and study."

Some of the earliest educators interested in a scientific observation of finger-printing were: Marcello Malpighi, Italy, 1868; J. E. Purkinje, University of Breslau, 1823; Henry Faulds, 1880, at that time connected with a hospital in Tokyo, Japan. Sir William Herschel wrote an article upon the success of using finger-prints as a means of identity; Galton, the noted English scientist, wrote many articles relating to finger-prints; Sir E. R. Henry, London, England, devised a system dividing finger-print impressions into types: namely—loops, central pocket loops, double loops, arches, tented arches, whorls, and accidentals.

The first authentic record of the use of finger-printing in the United States was that of Mr. Gilbert Thompson, of the U. S. Geological Survey, when he utilized his thumb-print to prevent forgery of commission orders during his supervision of a survey in New Mexico in 1882.

The first time finger-prints were used for criminal identification in the United States is claimed by the prison in New York in 1903. Since then the use of dactylography for identification of criminals has increased rapidly, and today is the most important factor in identification in the U. S.

Realizing that in time of war identification is a matter of great importance, the Science De-

NELLIE MANN

*Lovett Junior High School
Blackwell, Oklahoma*

partment of Lovett Junior High School, under the direction of the local police and the author of this article, finger-printed all the members of the Junior High School who would permit it late last spring. Between four and five hundred were finger-printed then. This March, the class finger-printed nearly two hundred fifty.

In working out this project it gave us an opportunity to perform a service that may benefit many. We secured the services of the local police department, who very graciously taught me, and several members of the ninth grade students exactly how to do professional finger-printing. First, we secured some very good black printer's ink, put a small amount on a clean sheet of plate glass and then used a roller, or brayer, to get it evenly and thinly distributed. Thumbs were rolled toward, and fingers away from, the body. We began with the right hand; first took the thumb and pressed it lightly down on the inked surface and slowly and firmly rolled it from the right side to the left, being sure that the ink reached to the first joint. When this was done, we rolled it in exactly the same way on the finger-print card or sheet of paper. Fingers were printed in the same way except that the side toward the thumb was put down first and the rolling was away from the body.

When all the finger-prints had been made of both hands, the four fingers of each hand were placed simultaneously without rolling on the recording sheet; lastly, the thumb impression also. These records were sent to Washington, D. C., for filing in the Civil Identification Bureau.

One thing especially stressed in making finger-prints was that the fingers must be clean if one is to get good prints. Cleansing with alcohol or benzine is recommended.

With the Fifth Columns spreading in the United States, finger-prints are demanded on many more occasions than ever before. People working in munitions factories, aviation plants, some light and water plants, and other key positions must file their finger-prints, along with other identifying material with their employers, unions, or the government.

Not aliens alone are being finger-printed but many loyal American citizens who wish to establish and be able to provide proof of their identity. All recruits of the Army, Navy, Marine Corps, and Air Corps are finger-printed as a matter of course. All Civil Service employees, persons working for the government in

any capacity, are being finger-printed. Many hospitals either finger-print or footprint all babies born there. All persons who drive motor vehicles of any kind must be fingerprinted.

For your own protection you may want your own identification securely established by your finger-prints, proof against any forgery, filed in the Civil Fingerprint Files of the U. S. Bureau of Investigation. Finger-printing is not hard to learn but must be done very carefully.

WHAT IS THE NEED FOR CIVIL IDENTIFICATION

(1) Finger-prints are the only positive means of identification known to man.

(2) Names, handwriting and other physical characteristics can be and have been changed, but fingerprints remain unalterable from prior to birth until after death.

(3) Several thousand persons disappear every year in this country and are never heard of again by their relatives and friends.

(4) Over 15,000 unidentified bodies are buried annually in the United States.

(5) Many wives and children could collect insurance on the lives of those unidentified persons whose bodies are buried every year in potters' fields.

(6) Many babies and small children who are stolen would be returned to their families.

(7) Victims of amnesia need a means of positive identification.

(8) The problems of the Traveler's Aid Society and the American Red Cross could be materially reduced.

(9) Large sums are being held in trust by state treasurers throughout the nation for the benefit of missing heirs.

SOME ADVANTAGES TO THE INDIVIDUAL UNDER NATIONAL FINGER-PRINTING PLAN

(1) to establish identity of non-criminal
(2) to enable immediate establishment of credit standing

(3) to insure establishment of identity if:

- a—cashing check
- b—falsely arrested
- c—in a strange city
- d—seeking entrance to a safety deposit vault
- e—falsely accused of a crime
- f—accepting employment
- g—registering as a voter
- h—casting a ballot
- i—practicing a trade or profession
- j—a victim of amnesia, white slaves, kidnappers, etc.
- k—written signature has been forged
- l—identity has been mistaken
- m—in need of health assistance or hospitalization
- n—registering at a hotel, etc.
- o—applicant for license of any kind

(4) to safeguard against and reduce losses
(5) to reduce tax bill and property losses to individual

(6) to safeguard personal rights by preventing unqualified and unlicensed persons from illegally exercising rights

(7) to make auto theft more difficult and apprehension more certain

(8) to insure against fraudulent use of one's name and accounts in personal business matters

(9) to insure return of stolen property

(10) to reduce chances of kidnapping and insure speedy apprehension of the culprit

An outgrowth of this project has been sponsored by the P.T.A. Council of Blackwell, Oklahoma, when they finger-printed all civilians in the town who were willing, during the third week in March of this year. This is probably the first all-city finger-printing program in the country.

The study of finger-prints is an interesting hobby or a profitable occupation. Have you ever looked at your own fingerprints? You would be surprised at the intricate and distinctive pattern which you have carried around with you all the years of your life.

Glee Club Dedicates Service Flag

MARGERY L. SETTLE

*Supervisor, Daviess County Schools
Owensboro, Kentucky*

AS A service to their school the girls glee club of West Louisville High School of West Louisville, Kentucky, recently dedicated a service flag in honor of the graduates and teachers of this school who are now serving with the armed forces of our country. This flag now has fifty-seven stars on it, of which fifty-five are for graduates of the school, and two honor teachers who are in the service of our country. Eight of these graduates are located on foreign soil so silver stars appear on the flag to honor them.

The club had an assembly program for the entire school at which the flag was dedicated. A retired army officer gave the address for the occasion, and he explained the symbolism of the colors in the flag, and urged the pupils to remember that just as a star in the window of a home honors a member of that home in the service, so does the service flag of the school honor graduates of the school who have answered the call of their country. A member of the senior class of the high school read the roll of honor of the graduates and teachers who have answered the call of their country, and the glee club closed the program by the singing of a medley of patriotic songs.

This dedication of a service flag for a school is something that any extra-curricular organization might well copy for certainly it is a nice way to honor those of our number to whom honor is due, our sons and daughters with the armed forces of our country—America, the land we love.

Scholastic Journalism and the War

SCHOLASTIC journalism essential or non-essential? This question is being asked because many teachers and students are eager to concentrate their efforts where they will mean the most in winning the war. Naturally they want to use their time, energy, and resources where they will be most effective.

The question is not a hard one to answer. Examine the needs of contemporary American civilization. Unquestionably mass media of communication—notably, the press—are more vital to democracy than ever before as instruments of public information and public opinion.

Now consider the situation in public and private schools. Is it necessary or desirable to continue to publish newspapers, yearbooks, handbooks, and similar publications? Is it necessary or desirable to scuttle courses in journalism, newspaper study, and others of the same type?

Yes, of course, it is necessary and desirable to have newspapers. In war as well as in peace they inform their readers, publicizing war drives and projects. In war as well as in peace they entertain students, maintaining school morale. In war as well as in peace they are a positive and constructive influence.

Yes, we need yearbooks too. Every school is making history these days. This history is being made by students and should be preserved by students. Yearbooks provide the permanent form in which an enduring record of the school's unique service can be treasured through all the years.

Yes, we need the other student publications, too. To be sure, the newspaper, the yearbook, the handbook, and others may be modified. Wisely their editors may change some policies and practices, but these publications perform an essential service in our public and private schools.

Conscientious teachers—and, unfortunately, those who always have disliked scholastic journalism—may ask this question: Wouldn't it be better for students to take some important course or some more significant activity? Let's see what scholastic journalism does for the individual student:

1. It helps him to understand, appreciate, analyze, and evaluate modern media of communication. Is that important? Obviously it is, and more important than learning Latin verbs or some other things proposed by traditionalists who support fossilized formulas supposedly based upon classical education.

2. It helps him to gather, evaluate, interpret, and present significant information objectively. Is that important? Of course it is, for scientific methods are needed in social sciences as well as in natural sciences. No student has to take a physics course to appreciate that fact.

LAURENCE R. CAMPBELL
Assistant Professor of Journalism
University of California
Berkeley, California

3. It helps him to communicate simply, clearly, and effectively with others in oral and written English. Is that important? No, not in a totalitarian state, but it is in the United States. It is so important that three or four years of English are required—and journalism is English at its best.

4. It helps him to write imaginatively insofar as individual capacities permit. Is that important? Only men who learn to use their imagination learn to create in the scientific laboratory, on the battlefield, in the field of government, in the world of art. Without imagination our leaders could not lead.

5. It helps him learn the fundamentals of technique essential to successful production of student publications. Is that important? Indeed it is, for student publications in peace and war are essential activities in any vital program of secondary education.

6. It helps him to explore opportunities in journalistic vocations. Is that important? Yes, it is important for him to find his place in the economic order, and for him to determine wherein he can be a round peg in a round hole. Obviously his decision should be made on the basis of sound vocational guidance.

7. It helps him to develop the qualities of character and personality desirable in citizens of our American democracy. Is that important? If it is not, what is? In some activities, he may learn theorems, formulas, verbs, dates, names, and the like, but in journalism he learns how to be an intelligent and responsible citizen.

Unquestionably journalism courses and student publications perform an essential service. They should not be crowded out either by academic courses or by other activities. Sound educational planning instead should provide more students with the opportunity to participate in journalistic activities.

Consider the record of scholastic journalism. Read the newspapers and yearbooks produced during the war. Constantly they contribute to the success of war activities by boosting them. Always these publications are alert to new opportunities for constructive leadership in the school community.

To be sure, there may be some minor faults. Here and there a few staffs still may be inefficient because they don't get down to business. Here and there a few staffs may persist in publishing gossip or wasting space on trivial and inconsequential matters. Here and there

(Continued on page 336)

No State Championships

BEFORE gasoline rationing and the other limitations on travel forced state athletic associations to curtail their athletic programs, most of them had given little, if any, consideration to whether championships in high school sports were desirable or not. Such programs were continued largely because they apparently provided a climax to the sport season and because in most instances they were the source of considerable revenue for either the state associations or the schools concerned. In 1942, state championships were determined in basketball and track by forty-four states. Twenty states selected a baseball champion, and fourteen states played a championship series in football. It is difficult to determine what the status of these activities is at the present, but it is certain that many of them have been greatly modified. This curtailment may be a blessing in disguise if it forces school men throughout the country to scrutinize their athletic programs and to limit such programs to those which experience has proved to have desirable educational outcomes.

It is axiomatic that the school as an educational institution should not sponsor or engage in activities which do not make a positive contribution to the education of the pupils in the school. If the activity has some desirable characteristics and some undesirable ones, the total effects of these must be considered in determining the desirability of the activity. The author has no desire to enter into any controversy regarding the values of athletic competition or even of tournament play. He firmly believes that both are desirable school activities, and that where they are properly managed and supervised by responsible school men they may make an important contribution to the educational program of the school. This article is concerned only with state championships and with the series of games or tournaments that are necessary to determine such champions. It will be further limited to a discussion of basketball championships, since this game is so universally played throughout the nation and since it is obviously impossible to discuss all the different sports in a limited article. The reader will of course recognize that some of the arguments apply with equal or greater force to certain of the other sports while others are particularly applicable to basketball.

First, a state championship basketball series unduly shortens the basketball season for half of the schools, while extending it to unjustifiable lengths for others.

The last issue of the National Federation Handbook lists only five states having less than one hundred schools as members of their respective state athletic associations, and two states have over a thousand member schools.

RAY M. BERRY

*Principal, Idaho Falls High School
Idaho Falls, Idaho*

The median number of schools belonging to their state athletic association is 315. Thus it is easy to see that in the average state at least three consecutive tournaments are necessary in order to determine a state winner. Several states have used a championship series of four tournaments and at least one has had a five-tournament series. Some states allow only one week between tournaments, while others insist upon two. Thus there is generally from three to five weeks from the date of the preliminary tournaments until the end of the basketball season.

The actual date for commencement of the basketball season naturally varies with different sections, but it generally occurs around the first of December. The final state tournaments are generally held about the middle of March. This makes an average playing season of twelve weeks, with the time for a two week practice period before playing starts. Such a schedule would allow for eighteen to twenty games spaced so that not more than three games would be necessary during any two week period. State association officials have indicated in a recent survey that they felt that from sixteen to twenty games of basketball should constitute a season's play. But with tournament eliminations beginning about the middle of February the playing schedule is compressed so that teams are playing an average of two games a week during the regular season, and then a majority of those who are eliminated in these preliminary meets have to close their season at least a month before they can be outside to work on spring sports.

The teams that go through to the final tournaments have the same accelerated schedule during the playing season and in addition have the extra tournament games. It is difficult to say just how many games are played in such a series, as there are too many variables. Some of the states still have double elimination tournaments, some of them have sixteen team tournaments, some eight and some four. Then, as pointed out above, the number of tournaments varies in the different states. It is safe to assume, however, that the team that wins the championship has played an average of at least nine, and possibly fifteen, tournament games during this period. Examination of team records reveal that seasons of thirty-six to forty games are not at all uncommon. There can be little doubt but that this is too much basketball for any high school team to play during a three

months period.

Basketball is an excellent team sport, demanding coordination, team play, and adaptation to ever changing conditions, but a normal season of regular games topped with a local tournament which could be held not too far from home should provide all the educational experiences to be expected from the sport. The repetition of tournament experience through a regional, semifinal, and final state tournament may offer some additional values but not enough to compensate for the over-exertion of the team members and the other undesirable consequences inherent in such a series.

Second, a championship basketball series results in a disruption of regular school work that is out of all proportion to the educational benefits derived from such tournaments. Every school man knows that school life and school activities are far from normal during the time that a team representing that school is engaged in a championship tournament. This is a perfectly normal situation and there is little that the principal could do about it even if he wished. Students who can secure parental permission to attend the tournament are generally excused, and in many cases the entire school is dismissed for the tournament. Even where the games are held so far away from the local school that few, if any, students can attend, the progress of the local team is the central thought of most of the members of the student body during that period.

Athletics, of course, is a school activity, and the entire student body should be interested in the progress of the team. There are also desirable educational values to be gained by members of the entire student body from these contests, and on this ground it is possible that the local tournament can be justified. One such experience probably could be valuable for the entire student body. But repeating the experience two or three times, on successive week ends, could add but little that is desirable and the total disruption of school time becomes tremendous.

Third, state championship tournaments and the elimination tournaments leading to such championships impose a nervous strain upon the contestants that very often defeats the fundamental purposes of athletic competition.

The evidence to support this contention is largely subjective, but exhibitions of unsportsmanlike conduct on the part of both coaches and players alike are evidence of the tremendous strain which they feel during a championship series. Coaches all recognize that they have to key their boys for these series and that it becomes progressively harder to keep them in a proper frame of mind to do their best in the succeeding tournaments. Logically, the coach who was sure of his team would build for the concluding series and make that the climax of the season's play. But it is seldom indeed that he can do that. He must point for the district tournament, for if he is eliminated there, that is the end. Then, if he wins, he must try and get

his players back to that same fine point of precision a week or two later for the regional tournament and then repeat the same thing for the finals. Any student of physical education or of athletics will admit that this is asking the impossible. Boys simply cannot respond to such oft repeated stimuli even though the prize be a state championship. As a result the caliber of play at the state championship series is very often inferior to that of the earlier tournaments. Whether this overstimulation has a permanent effect on the health of the individuals may be impossible to determine, but there are many evidences that it does result in undesirable conduct during the games.

Fourth, state and regional tournaments, held at some distance from the local school, are an excuse for a moral condition for which school officials must accept responsibility if they continue to sponsor such tournaments.

If such tournaments are held, some students will attend regardless of how far they have to travel or what the conditions may be. In many cases this means two or three days away from home in an environment that is far from satisfactory. School officials who have attended many of these larger tournaments know how serious this situation is. There are large groups of students around all the hotels, and for these two or three days they are living in a period of intense emotional strain. With few, if any, older people or chaperones to counsel them, it is no surprise that there are repeated displays of questionable conduct.

In a sense it may be argued that the school is not responsible for the conduct of its students when they are away from the school. Legally, this is probably the case, but if the school sponsors such activities or participates in them, then it has a moral obligation to do something about these conditions. If the tournament is an educational activity, the concomitant learnings must be considered in determining its desirability. Likewise, the effect on all the pupils must be considered and not just merely the members of the team.

Fifth, state tournaments or state championships are not necessary to a well rounded athletic program, and their abolition does not necessarily detract from that program.

One of the most common arguments in support of state meets and tournaments is that such events provide a fitting climax to the athletic season and that they are necessary to stimulate the contestants to their best efforts. The experience of those states that have abolished all such meets and tournaments does not bear out this contention. California and New York have both abolished all state championships, and yet their athletic programs have not suffered. New York sponsors more different types of athletic contests than any other state association, and California ranks second in this regard. Both are among the leaders in total student participation in athletic events. There is certainly nothing to indicate that athletes in either of these states play any less vigorously than those

of other states where there is the incentive of a state championship. Maryland and Delaware also have no state championship competition, but they also have no state athletic organization, and so it is difficult to compare their athletic programs with those of other states.

Again, only fourteen of the forty-eight states determine state football championships, but apparently this has not greatly hindered the development of football as a high school sport. Only three states determine a state championship in six-man football, and yet this game has had a phenomenal growth during the last ten years. So it would seem that, while the state tournament does provide a climax to the season's play, such a climax is not at all necessary in order to insure interest, or any of the other values, in interschool athletics.

One other reason why many state associations have been loath to dispense with their state tournaments is the fact that such events are the source of a large part of the revenue of such associations. Financial reports of the various state associations reveal that the profits from such meets runs into a good many thousand dollars each year. This money is used to carry on the regular association business and to finance other association activities that might be impossible without such aid. This is particularly true of many of the accident benefit programs sponsored by different associations which aim to provide financial assistance for injured athletes. No one will deny that many of these are worthy activities and that some way should be found to finance them. However, it should never be necessary to justify the desirability of any educational activity by the revenue which it will produce. Some desirable activities may produce revenue, but that should never be allowed to become a determining factor in favor of a questionable activity.

In conclusion, a sensible athletic program in any sport would consist of enough games to justify the time spent on the sport but should not interfere too greatly with the regular activities of the school. The season might well end in a meet or tournament of all schools in the immediate locality, provided, of course, that the sport is one in which such meets of several schools are practical. Tournaments or meets should not be scheduled over such a large geographical area that participants and spectators have to remain away from home over night, nor should they be so large that they cause too much interference with regular school work. It is extremely doubtful if participation in more than one such tournament during any sport season can be justified by the educational values to be obtained from such participation. On the contrary, it is highly probable that the total educational experiences from a series of such tournaments is highly undesirable.

As mankind grows up it must master the art of living together—the art of neighborly fair dealing—or its material progress will be its downfall.—From *The Journal of Education*.

Flag Salute Vitalized

JEROME W. MOHRHUSEN
Student Council Adviser
Leyden Community High School
Franklin Park, Illinois

PROBABLY one of the most effective of all times to instill patriotism and respect for our country and our flag is during the assembly flag salute. Most times, however, this very significant occasion on our assembly programs falls flat, and becomes a sheer ritual with no real importance—similar to the rote recital of a familiar but too often used prayer.

In our school, the custom was to open the assembly with the salute to the flag, led by a student chairman and followed by the singing of the Star Spangled Banner. The flag usually stood on the ground floor, not too easily observed by all the students but saluted by everyone as an accustomed practice of inflicted patriotism.

The student council saw the need of a more auspicious ceremony, so together with the Hi-Y Club they inaugurated a new technique at a special Hi-Y induction assembly. When the students were seated and brought to order, the house lights were turned off, and the curtain parted enough to show an American flag waving, with a bright spot from the upper balcony piercing the darkness and centered on the flag. One could hear the students exclaim in delight at the attractive sight which commanded the center of attention. In unison and with awed respect, they pledged allegiance to the flag, and then followed with a spirited singing of the national anthem. The house lights were then turned on, and students were seated. They received a new thrill in giving reverence to their flag and their country.

The only properties necessary for this program feature are an electric fan to blow on the flag, a baby spot light, and an American flag. Try this idea and see if it doesn't have an excellent effect on your student body.

A few weeks previous to the beginning of this new exercise, the student council had sponsored a social and an all-school collection for the purchase of a new flag. A dance was held after school, with music provided by our school juke box, and so there were no real expenses involved in running the dance. To add to the returns realized from the dance, the council through its representatives in each of the home-rooms, asked for penny donations for a new school flag. The proceeds were overwhelming; almost all the students contributed, and many gave more than a few pennies.

The new American flag, together with the school flag, is on display in the main school corridor; it belongs to the students because they helped buy it. No wonder they also were proud of it when it was used in a new significant way in the school assembly.

Organizing a High School Co-Op

S SHOP at the Co-Op and Save" is the slogan of some four hundred high school students and teachers at Amache, Colorado, who, with a membership fee of twenty-five cents, have banded together to learn and practice business procedures in a most democratic way—the co-operative way.

We Americans believe that the individual and his rights are most important and that all laws and conduct should culminate in the greatest good for the greatest number of individuals concerned. Those of us who are "sold" on co-operatives believe that the individual consumer is most important and that business should be managed for the profit of all consumers concerned.

As an educational project growing out of the Consumers Enterprise, the one big co-operative organization on the Amache Relocation Project, this little "gum-drop co-operative," the Senior Hi Co-Op, was first visualized. Educators, long steeped in Rochdale Principles, gave the Co-operative spirit to two commercial teachers, one an appointed personnel and the other an evacuee teacher and graduate of U.C.L.A. These two teachers were assigned the task of educating about thirty teachers and nearly six hundred American students of Japanese ancestry, concerning the merits of conducting a business by sharing responsibility and profits—thus the Senior Hi Co-Op was born.

With strict conformity to democratic procedures and parliamentary law, one member from each commercial class was elected by his classmates to act on the Membership Campaign Committee. This Committee first met October 29, 1942, to outline the campaign, which was to be conducted the first week in November.

The first meeting of the Co-Op members was held in Terry Hall November 10, at which a nominating committee was selected to decide upon candidates for temporary officers—for a two months' period. An election was held November 12 for five members of the Board of Directors: namely, president, vice-president, secretary, treasurer, personnel manager, and for a policy committee of four members.

These temporary officers worked as clerks in the store for about three weeks in order to learn problems of management directly. During this time they arranged the goods for display, ordered additional stock, decided upon stock numbers, set up the bookkeeping system, decided upon a system of store records and business forms, selected stock numbers for an easy recording of sales, hired and instructed the sales clerks, and prepared the original by-laws based upon the Rochdale Principles for Consumer Co-operatives.

On January 12, 1943, the permanent officers (to hold office throughout the second semester) were elected, and included: president, vice-

BETTY P. BEAVER

*Commercial Teacher and Co-Op Adviser
Amache Senior High School
Amache, Colorado*

president, secretary, treasurer, and personnel manager. This board of directors was given the power to select all chairmen of necessary committees.

The following committees were set up:

By-Laws Committee, to rewrite the By-Laws and present them for adoption by the members. This committee was also to keep any subsequent action or ruling from becoming effective if it violated these by-laws.

Membership Committee, with the duties of keeping the membership records, designing and obtaining membership cards, and soliciting new members.

Educational Committee, to order films, present plays, and in one way or another to educate constantly.

Publicity Committee, to make price signs, posters and announcements that would publicize meetings and products of the store.

Auditing Committee, to work under the supervision of the treasurer, was asked to tabulate sales in order to compute share profits to be given to the members, to issue these share profits, and to audit the books.

The customers are served by nine sales clerks and one record clerk who work from one to two hours a day, and by the board of directors, committee members, or advisers who fill in when there is an after-school rush.

Goods handled are largely general school supplies, stationery, Kleenex, food, T-shirts, and special supplies for the music, art, and wood-working departments.

Stocked with school supplies costing over \$200.00, the store was first opened in one of the high school barrack rooms. Displays were attractively arranged on rough tables, later replaced by attractive display cases and counters built in the woodworking department. Colorful signs and curtains decorated with the Pine-Tree insignia helped to make the store more attractive.

Purchases of goods are made through the Consumers Enterprise, who order from all companies designated and bill at cost, adding the state sales tax and 10 per cent for handling.

The store is open four to five hours each day, Monday through Friday, during hours most convenient for student buying. An average day's sales, which at first amounted to about \$5.00, have increased to about \$25.00.

At the end of the first semester, based upon profits from November 23 through January 31, over \$50.00 was set aside to issue as share profits to members. This amount represented a

23 per cent return on purchases made by students and a 4 per cent interest on investment; thus a student who had purchased one dollar's worth of goods received 24 cents as a rebate. All share profits not claimed after a 30-day period were transferred to a "general reserve fund." All profits from non-members were transferred to an "education fund" or to the General Reserve.

The by-laws were adopted by the members March 10 and were later approved by the C.C.A. in North Kansas City, Missouri.

After obtaining an engraving of the Pine-Tree

reaching educational project, using the facilities and help of the speech, art, homemaking, wood-working and commercial departments, and providing a background of knowledge for participation in co-operative endeavors after leaving school.

Since the board of directors, committee members, and clerks have gained experience in handling business situations, almost all of the responsibility of running the store has been turned over to them. *They really feel that it is their store* and are constantly thinking of ways to enlarge and improve it. With an ever-in-



Relocation Center students operate a co-operative store.

symbol, the membership committee designed and had membership cards printed. These cards were issued on the first day of the second big membership drive held April 7 to 9. With the co-operation of the high school band, the president, costumed as the Amache "Town Crier," announced the opening of the Drive. Each member was tagged and all others were solicited for membership. A Co-Op Hop, climaxing the drive, was held in Terry Hall April 9, with over 200 members attending.

Sales books inscribed with the Co-op insignia were designed, ordered and put into use the opening day of the Membership Drive. Special Co-op pins have been ordered to be sold to members.

The Senior Hi Co-Op has proved to be a far-

creasing enthusiasm, they, along with the advisers and members, are fast becoming convinced that the Co-operative way is a good way to manage business and practice democracy.

The Victory Farm Volunteers

The country needs strong and patriotic young workers to help relieve the farm labor shortage. The need is shown in a statement by Claude R. Wickard, Secretary of Agriculture, before the House Committee on Agriculture.

Nowhere are the services of youth more needed than in the production of food for ourselves and our allies. Food production is important not only as a prime factor in winning the war but will be just as important in winning the peace.

Radio--A School Activity

EVERY boy or girl listens to radio. Some of them listen to *The Lone Ranger*, *Let's Pretend*, or other fanciful or fictional dramatizations; still others, and these are the older students, listen to *America's Town Meeting*, the several commentators on the air, or other programs which have a somewhat more direct bearing upon the course of study. All children, and this is borne out by national as well as local surveys, listen to the comic and variety hours, such as Red Skelton and Jack Benny. This intense interest in radio from a listener's attitude can be very easily guided into an interest in an active part in producing radio programs.

The first remark made by a principal or a teacher after hearing the above statement is often, "But we have no equipment." Many schools, particularly the older buildings and elementary schools, do not have elaborate central sound systems, and many of them do not have even a one-mike public address system. But this need not be a deterrent. If your school is equipped with central sound, or does have a multiple-mike public address system, your problem is considerably simplified. In fact, in some instances schools so equipped have found their equipment more of a handicap to real creative radio work than if they had a much simpler installation.

The teacher who has to create mock-microphones from common window screen, plywood, and broom handles and then have his students "pretend" or simulate a broadcast sometimes feels that more real work has been done than if it were possible for him to turn a switch and "feed" the program to twenty or thirty different classrooms.

So don't worry if your students are interested in doing some radio work and you don't have the necessary equipment. If the program is to be done in a single classroom all the techniques of radio can be used on a dummy mike and still everyone in the room can hear what is going on.

These radio techniques apply for both simulated and real broadcasting. The most important bit of radio technique is to impress upon your boys and girls that radio can be fun, and it is fun. Start with a script that grows naturally out of some part of the class work which is under consideration. In music, this might be the life of a composer, with excerpts from his works; in science, it might be the life of a great scientist; in history, it might be an incident from the Civil War; in English, the life of a novelist might be dramatized, with "flashbacks" to excerpts from his work.

It is a fallacy to think that radio will act as an interest arouser in work that is already familiar to the class. For instance, if you plan on dramatizing an experiment in chemistry which the class has already worked out for it-

GEORGE JENNINGS
Acting Director, Radio Council
Chicago Public Schools
Chicago, Illinois

self, radio will be considered just plain dull. If you work the experiment, and then build your radio show around the life of the man who first did the experiment, both the experiment and the scientist become more important to the student.

The script need not be long—not more than ten or fifteen minutes at the most. In some schools the English or composition classes work out the script. It should be accurate, well done, with the proper beginning, middle and ending. It should have climaxes to hold the interest, and the proper sound effects to build the necessary aural picture. Impress upon the writers that it is necessary to do everything with sound and words. There will be no lights, no costumes, no props—nothing except sound and speech and perhaps music to carry the broadcast.

After the script has been written, the next procedure is to cast it. Do not select Mary because she is an A student. Mary may have a D voice. Select those students, after a reading, who seem to know what the script is about, what drama there is in it, and who can read it in a lifelike, believable way. The usual radio style of a projection is hardly more than the ordinary conversational tone of voice.

After the script is cast, begin rehearsals. Have a complete reading so that students may get the feel of the script. This may be done without holding a watch on the script and with time out for discussion of parts which may not be clear, either in content or in interpretation, to your actors. After such a reading, the microphone techniques may be added.

In some instances voices will "fade-in" or "fade-out." This simply means that the actor walks into or out of the mike as he is talking. The fades should be smooth. If you have a complete speech in-put installation, the engineer can do fades on the control board. This fade, then, is called a "board-fade" and the actor stays in position at the microphone. The fading is done mechanically by the engineer.

The actor must "pick up cues." This does not mean to hurry his lines. It means to come in faster, without pausing, after the other speaker finishes. By all means, stress the fact that your actors must be definite—definite in reading their lines, in walking into and out of the microphone, and in getting back to their places. There is nothing worse than a group of young people who amble in and out of the mike, who wander from the places they are sitting to the microphone. The production will quite likely become

an ambling, wandering one, unless this tendency on the part of the cast is corrected at the very first.

Let your actors have some freedom at the microphone. They needn't stand there like wooden Indians. If the script calls for a fight, let the fighters get some physical action into their reading; if a boy and girl are playing a love scene, let them hold hands if they want to. It will make for a better performance, always remembering of course, that a microphone has a definite range of pick-up. If the actors get out of that range they will seem to be fading, when the lines do not call for that technique.

Sound need not bother you too much. In fact, the amateur writer is probably given to using an excess of sound, depending upon it instead of upon lines which will carry the play along. This is much like the playwright who depends upon a startling setting or upon over-lighting to get his play across rather than upon sincere, sound writing. In the theatre there is an old saying that if you want a round of applause at the beginning of a dull scene, flood that scene with blue light! Don't let your writer go "sound-wacky."

The usual sounds such as walking on gravel, shots, rattle of dishes, and many others can be made "manually"; For the more difficult ones, sound effect discs can be borrowed or bought. Keep sound simple, make as many of the sounds manually as possible, and keep from mixing recorded sounds.

After several readings on the microphone, put the sound with the cast. The major sound effects should have been worked out before coming to the mike. Then listen to everything. Do not listen with your eyes. Use your ears only, for that is what your audience will be doing. Do not hesitate to make changes in both sound and lines if you feel that the changes make for a better show. After this sound and line rehearsal, bring in the music. Go through the complete script to be sure that the parts fit—that is, that sound cues come in where they should, that crowd noises are of the proper volume, that the fight scene is not too rough and noisy. After all, the audience does want to hear the lines. Now, bring the music in on proper cues. Does it all fit? Is anything out of balance? Is your male lead using too much voice so that he sounds like the father of the girl who is playing his mother? Get everything in proportion, or in "balance." Now it is time for the "dress."

Dress rehearsal of any radio program should be little more than an accurate timing of the show. If you are doing the program on a station, you will have to get off at a stated time. This is not arbitrary on the part of the station, even though the program which follows yours is nothing more than a transcribed music program. The station has a schedule of eighteen or more hours a day. If you throw that schedule off by even a minute with your program, what are all the other programs going to do?

Now the show has been rehearsed for the last time. The cast is in the chairs set aside for

them; your sound man is waiting and ready; your musicians are waiting for the tap of the conductors baton; you are in the control room watching the sweep hand of the clock swinging nearer and nearer to the hour. A voice gives the "station break," there are a few seconds pause and the engineer says, "It's yours."

You're on the air. By this time your show, your cast, your musicians, your sound man, and even you yourself should be so familiar with the program that nothing possible should go wrong. But it does!

An actor forgets to follow his script and is late with a cue; the sound man drops the needle on a phonograph disc to bring in the effect you have worked hours to achieve, and you get a steamboat whistle when you wanted the Westminster chimes; or the balance between voices, because the cast in the excitement of the moment has forgotten to keep the microphone positions you set for them, sounds as if Gulliver were talking to a Lilliputian, when the scene actually calls for two Brigadier Generals to be discussing the supplies which never arrived.

Anything can happen—in radio, as in the theatre, the track meet, or any other club activity; you are dealing with personalities. The personal equation is always present. So don't feel too badly if these things happen. They all won't happen in one show, you can be sure. And above all, if your star performer mispronounces the word you have drilled him on for three weeks, don't give him too much of a bawling out. For what you are interested in is not the pronunciation of the one word, not the beautiful performance of a single member of the cast; you are interested in giving your entire group a new experience . . . a new experience which is based on a vital part of their daily lives, *radio*.

A School-wide Better English Campaign

EDITH VOIGT

*Caledonia Consolidated High School
Caledonia, Illinois*

THE sophomore English class in the Caledonia Consolidated School became interested in doing something specific to improve the ordinary English used by the students in the entire school. Committees were formed to formulate plans for improving enunciation and pronunciation, for stopping the usage of such phrases as "ain't" and "I seen," for bettering written work, and for correcting common spelling errors.

The reports of the committees were given, and it was decided to plan to divide the high school into two teams and have a contest to determine which team used the better English. A "Black List" was drawn up and charted on the side blackboard in the English room, so that a yellow mark could be put on the board for each time a student misused a word. In one part of the chart there were squares pro-

(Continued on page 348)

Competition Develops Co-operation

NO doubt you have read the story of the training of a bomber crew, or seen part of it in the motion pictures. We all know that each man assigned to a bomber is a specialist in his field. He has received days, weeks, and months of training of the kind which is only the best. During this training period, each man is carefully selected to specialize in the field in which he is best suited and has the most ability. Despite the high degree of skill of each man in a combat depends upon the teamwork of each man, and not entirely upon his individual skill. The failure of any one man to do his work may mean failure or disaster for all. The bomber team can learn to cooperate and coordinate their jobs. Each time a bomber carries out its mission and returns is a triumph of teamwork of the men of the crew, and for the biggest stakes—life or death.

Cooperation comes first, before any group is ready for competition. This is true of any successful athletic team—football, baseball, or the like, as well as a bomber crew. In fact, any success in any enterprise where more than one individual is involved depends upon cooperation. Let us now analyze some of the leading steps to success in competition and see where in the schools of this country this opportunity is given to boys and girls daily.

There is little doubt in most minds that the physical education period offers one of the best opportunities to our boys and girls to learn co-operation through competition. The war has been responsible for placing physical education in the school curriculum where it rightfully belongs. It is now a "must" in most schools, and that means one period a day for each student. It now rates a seat alongside of the so-called core subjects of our curriculum. Why physical education along with health education was not the base of our school curriculum is a mystery to some of us who are in its profession.

The State of Virginia was one of the first to realize the need and importance of physical education, and much credit should go to the legislators who passed the law requiring one period of physical education for every boy and girl in the Commonwealth of Virginia from the first grade up through high school. This step was a most progressive and timely legislative movement. Despite the war, some states have not yet awakened to the need of developing the physical stamina, courage, cooperation, and aggressiveness of young American students through physical education activities. It is now later than most of us think in regard to this problem in the light of this present crisis.

Physical education is the natural instrument to develop cooperation by organizing groups into definite teams which compete against one an-

HOWARD G. RICHARDSON
*Assistant State Supervisor of
Health and Physical Education
Richmond, Virginia*

other daily. This game competition is invaluable as a socializing activity. It develops individual as well as team discipline. Any individual who is a member of a successful team has learned to discipline himself. He does not do anything for himself if it is harmful to the group. If he is told by his coach or his teacher to "Do it this way," he does it that way. He does not say, "I think this way is better," and does as he feels like doing it. He is a member of a group, and all must act alike. Maybe someday when he has gained much knowledge and experience, he may desire to do it his way, or he may by this time have seen the folly of his idea. Perhaps many boys and girls today would be happier if they were told in school, "Do it like this" and they were made to obey.

It is not democracy in schools for students to be allowed to do as they wish; that is confusion. In our schools where young minds are trained, the discipline should start from the "top"—from the principal. Where this plan is in operation, there is school democracy, because each student disciplines himself, and all cooperate in working together to create "esprit de corps" and a happy working school. There is a difference between liberty and license, and democracy is dependent upon cooperative license. We are living today and successfully carrying on a war on a nation-wide cooperative program—bonds, rationing, etc. Most people in this country are satisfied to cooperate in this way, because everyone is working to end the war successfully. General Montgomery cracked the Mareth Line because his army coordinated and cooperated in four major attacks.

Cooperative planning and action spelled success in Tunisia, and this same action nation-wide will spell success for this country in its war effort. Why not then teach our boys and girls in the physical education classes in our schools how to cooperate through competitive game competition. We should divide our groups into definite teams so these teams can compete against one another in the various sports during the particular sport season. It is wise to have an odd number of teams, as this gives you a chance each day to teach the necessary skills to the odd team. By arranging your schedule you can work with a different odd team each day; i.e., suppose we have three teams called A, B, C. One day you work with A, the next day B, the next day C, then start right over again with A, etc. The competition arranged

should be team and individual. There should be some classification method used, and since the Federal "Physical Fitness Manual" uses the exponent system based on age, weight, and height, for high schools, let us all familiarize ourselves with it. In the elementary grades, the classification may be age or weight. Each of these classifications have definite merit advantages in different activities, so it is wise to choose to your liking.

Let us gear our program to the times—develop cooperation through competition, remembering that cooperation must precede competition. This means that our teams must be taught the skills of the game, and practice the game before they are allowed to compete against one another. We should use our gym class as a coach does his varsity squad. Teach fundamentals and skills of the sport, then let the teams play against one another. A record should be kept of the wins and losses of each team, and the standing prominently posted each day on the physical education bulletin board.

We know that competition is always subordinate to cooperation, but we can develop both if we conduct physical education classes as suggested. Of course, the preliminary work is always the regular calisthenic drill which acts as a conditioner and a warm up period for the work to follow. If your school is not using a calisthenic program, followed by an instruction period and a competitive game program, why not start now? It is never too late to start, and your program will justify the words of General Douglas MacArthur, "On the fields of friendly strife are sown the seeds which, in other years on other fields, will bear the fruits of victory." Lest We Forget.

Recognition Boosts Sale of U. S. War Stamps and Bonds

I. M. FENN

Chicago Vocational School
Chicago, Illinois

THIS practical method or plan of giving proper recognition to the individual student, as well as to the entire class, upon the purchase of U. S. War Savings Stamps and Bonds has greatly increased the sales at Chicago Vocational School. "Be a Tank Driver and Keep the Tanks Rolling" is the motto adopted by our student body this year to further this sale of stamps and bonds.

A thermometer type of progress chart, with all the home rooms in the school listed, is displayed in the most prominent place in the school corridor. This "Minute-Man Progress Chart," as it is called by the members of our school, indicates, with the use of a colored thumb tack,

the total amount of stamps and bonds purchased by the students of each home room. The chart is at all times kept up to date in order to hold the interest of the students and the faculty members.

A large poster showing tanks rolling along in battle formation with the "Tank Driver" motto inscribed below is also displayed with the chart. Each week, the student who purchases in the school the greatest amount of stamps and bonds, automatically becomes the school's "Tank Driver." The next five students, high in purchases, become "Tank Crew Members." The names of the tank driver, and the tank crew members are placed on an honor roll posted near the chart.

Students who have completed their stamp books and converted them into bonds during the recent "Forty Days to Build a New Chicago Cruiser Drive" were named "Chicago Cruiser Members," and their names were placed on the "Chicago Cruiser Honor Roll."

At a special victory assembly, which takes place each month, every tank driver, tank crew member, and Chicago cruiser member is presented with a Minute-Man certificate award by the director of the school. The Minute-Man certificate, similar to the one issued to the school by the Treasury department, has the student's name inscribed.

As a result of this successful plan, our school was recently presented with a Minute-Man flag in recognition of the purchases made by the students, and a pennant for the faculty's purchases, both to be flown from the school's flag pole underneath Old Glory. Over ninety per cent of our students and one hundred per cent of our faculty members purchase U. S. War Savings Stamps and Bonds through our systematic purchase plan.

The Chicago Vocational School is the first vocational school in Illinois, we understand, to be honored by the Treasury department in this important phase of the "Schools at War" program.

Scholastic Journalism and the War

(Continued from page 327)

other faults may be apparent.

But all courses and activities have faults. They are to be found in English, history, mathematics, science courses, and all the rest. They are to be found in music, dramatics, sports, and student government. But the existence of a few faults does not justify eliminating a course or activity.

Leaders in and out of education have praised the scholastic press since the war began, just as they praised it before the war began. Everyone knows that the American press plays a vital role in our democracy. Everyone should know that the scholastic press plays a vital role in our school life.

A Timely Project for the Home Room

WHAT if you had been left, in a basket, on somebody's front porch when you were two days of age and you never knew who your real parents were. Could you get a birth certificate? What if you were adopted by the people who found you? If you were born in South America, how would your parents go about it to put your birth record on file in the United States? Is your birth on record at the Bureau of Vital Statistics in the state where you were born. All these and many like problems relating to citizenship will provide a highly interesting and worthwhile home room program. For the benefit of the more than sixty million persons in the United States who need birth certificates the following information has been compiled.

For the forty-eight states of the United States, the District of Columbia, Canada, territories, and outlying possessions of the United States, the place where birth certificates may be secured and the year when records began are given. The letter of inquiry should be addressed to the Registrar of Vital Statistics, State Board of Health. The cost varies from \$0.50 to \$1.00:

Alabama, Montgomery (1908); Arizona, Phoenix (1909); Arkansas, Little Rock (1914); California, Sacramento (1905); Colorado, Denver (1900); Connecticut, Hartford (1897); Delaware, Dover (1861); Florida, Jacksonville (1865); Georgia, Atlanta (1919); Idaho, Boise (1911); Illinois, Springfield (1916); Indiana, Indianapolis (1907); Iowa, Des Moines (1880); Kansas, Topeka (1911); Kentucky, Louisville (1911); Louisiana, New Orleans (1898); Maine, Augusta (1892); Maryland, Baltimore (1898); Massachusetts, Boston (1841); Michigan, Lansing (1867); Minnesota, St. Paul (1900); Mississippi, Jackson (1913); Missouri, Jefferson City (1910); Montana, Helena (1907); Nebraska, Lincoln (1905); Nevada, Carson City (1911); New Hampshire, Concord (1640); New Jersey, Trenton (1848); New Mexico, Santa Fe (1919); New York, Albany (1880); (For records of birth occurring in New York City, address respective borough departments. Main office address of the New York City Department of Health is: 138 Center St.); North Carolina, Raleigh (1913); North Dakota, Bismark (1917); Ohio, Columbus (1908); Oklahoma, Oklahoma City (1907); Oregon, Portland (1903); Pennsylvania, Harrisburg (1906); Rhode Island, Providence (1853); South Carolina, Columbia (1915); South Dakota, Waubay (1905); Tennessee, Nashville (1914); Texas, Austin (1903); Utah, Salt Lake City (1906); Vermont, Montpelier (1787); Virginia, Richmond (records are available from 1853 to 1896, and from 1912 to date); Washington, Seattle (1907); West Virginia, Charleston (1917); Wisconsin, Madison (1860); Wyoming, Cheyenne (1909).

District of Columbia, Washington D.C. (1872);

EARL K. HILLBRAND
*University of Wichita
Wichita, Kansas*

Canada, write to the Registrar at the capital city of the province in which the birth occurred; Alaska, Juneau (1913); Canal Zone, Balboa Heights, Canal Zone (1914); Hawaii, Honolulu (1896); Puerto Rico, San Juan; Virgin Islands, St. Thomas; Guam, Agana; American Samoa, Pago Pago.

If your birth registration is not on file, forms will be provided for making application for a delayed certificate.

Practices vary in the different states, however, when applying for a delayed birth certificate some of the items which are most commonly used as documentary evidence are as follows, but only if the date of birth is shown: authentic Bible records; original certificate (or photostatic or certified copy) of baptism in infancy; cradle roll; school enrollment; voting registration; or own marriage record (if age is given); application for insurance (not the policy); physician's or hospital record; baby souvenir or book; driver's permit; newspaper letter, or telegraphic notice of birth; statement of the United States Bureau of Census, at Washington, concerning the applicant and his or her parents as shown in the next census made after the applicant's birth; or other dated record.

As an example of what is required in securing a delayed birth certificate, the plan now in use in Kansas will be of interest: the applicant for a delayed birth certificate is required to give personal data as to the residence, place of birth, age, color, and occupation. Similar information concerning his or her parents is required. In addition the forms required are: (1) at least two affidavits from persons either present at the time of birth or who lived in the community at that time. These may be the attending physician, midwife, mother, father, or neighbor. (2) At least two items of documentary evidence which must be shown to the person registering the application and which may be the family Bible, insurance policy, army or navy papers, health examination records, census records, or other written or printed papers more than five years old. When these minimum requirements have been met the applicant must send the following material to the Division of Vital Statistics of the Board of Health, Topeka, Kansas. (1) Application for delayed certificate of birth. (2) Certified or photographed copies of original documents used in completing the application. (3) One dollar (\$1.00) registration fee. (4) Fifty cents (50c) additional if the applicant wants a certified copy of the delayed birth certificate. (5) Name and address of the per-

(Continued on page 349)

After High School--What?

THE objective of this program was to present information about occupational opportunities for high school students who are not interested in or find it impossible to go on to school after high school.

The method employed was the presentation of an imaginary interview of students and a state employment manager. Two boys, two girls and one student to read the part of the employment manager were used.

Scene—Employment manager seated at a table, as four students enter for an interview.

MANAGER:

Good morning. May I help you people?

BOB:

Yes, you may. You see we want to get some information about employment and we were advised to come to you. We are all from Greenville High School. This is Susan Jones, and Mary Smith. He is Harry Terry, and I am Bob Lewis.

MANAGER:

I am glad to meet you. My name is Brown. I will be glad to help you any way that I can. What are you most concerned about?

MARY:

Well, you see, we are graduating before long, and we are looking for work after graduation.

SUSAN:

Yes, we want to get some permanent job, if we can. One that doesn't demand any more education, or, I mean college.

HARRY:

We have talked about this before, and we four are willing to start wherever there is an opportunity for advancement, and also security on the job as long as we do our work efficiently.

MANAGER:

Well, you do seem to have a better idea about employment than many others your age. You have made two important decisions—first, that you are willing to start wherever you can and second, that you are interested in something that will lead to permanence. Regarding additional preparation beyond high school, you must always keep in mind that preparation to do your work better never ends. The person who is continually watching for opportunities to make himself more valuable is the one who becomes indispensable to his employer. Make yourself so necessary in the organization in which you are employed; then you have permanence.

MARY:

What we are most interested in is knowing about the different kinds of positions we can fill.

MANAGER:

For girls the large groups of occupations are those involving household work, office, selling, nursing and mechanical work in factories. Women and girls are employed as maids and cooks

J. PAUL GARDNER

*Principal, Greenville High School
Greenville, Illinois*

or companions to children or old people in a home. Laundries also use women for most of their workers. Of course waitresses in restaurants and cafes are quite common.

In stores and offices, cashiers and bookkeepers are many times those who have had only a high school education. Although many doctors require trained nurses, some will take high school graduates and endeavor to give them the training they need while they are on the job.

SUSAN:

What kinds of work would women do in factories?

MANAGER:

You know that most of the factories have machinery which does most of the work, but machines require manipulation or operation of some kind. Then in some factories the work of assembling small parts requires dexterity or nimbleness of fingers and this is best done by women. Now too, we have many calls for women workers in plants manufacturing defense goods. These include machine operation as well as packaging and shipping. Although now we find women learning to do other types of mechanical work, this usually means some special training above high school. Many girls are employed in offices on combination jobs—that is, doing a small amount of stenographic work, some bookkeeping, and possibly acting as receptionist or saleslady when needed.

HARRY:

I didn't realize there were so many opportunities for girls. What can we boys do? Some say unless you go on to college, you will have to dig ditches or do other hard physical labor.

MANAGER:

To a slight extent that is right and it means that you may have to do that until you can find something else. Boys, and girls too, have to build up some sort of a work reputation before they can get an opportunity for anything very good. That is why I said you had the right idea in being willing to start wherever you could find work.

BOB:

One of the fellows I know has been promised a job at a service station and he hasn't had any work experience. How can you get that when you have been in school all the time?

MANAGER:

Have you ever needed extra money? I mean for something special and your folks told you to get out and earn it? Probably all of you have done some kind of work for a neighbor or somebody in your block, at one time or another.

Doing that, whatever it was, that was work experience. How well you did that, or how poorly it was done, established for you in that person's mind a work reputation for you. Whenever you volunteer or are assigned a job in school, at home, at your church, in your club, at the scouts, or any organization, the results you get give you a work reputation. If I were going to employ any of you people, I would ask about you in the neighborhood where you lived or inquire until I found someone that did know you and could give reliable information.

HARRY:

But you haven't said anything yet about kinds of jobs we can get at the close of school.

MANAGER:

I'm coming to that. Let's see, for boys? You have mentioned service stations—probably you will have to start in as a car washer or maybe only wind shield cleaner and polisher. At a garage you might do the dirty work and handle the gas pump to begin. If you keep your eyes open, you may get a chance as a mechanic's helper. In the transportation end, if you show you are a good driver, careful and responsible, you might become a truck driver. Railroads employ brakemen, section hands, clerks and car checkers. In aviation mechanics you might get started as a helper around the hangar, doing all sorts of odd jobs. Railroad and aviation or bus companies advance men only after they have shown that they will learn as they work.

If you are interested in selling and show that you have ability in salesmanship, your opportunities are almost unlimited. You can start with magazines or newspapers, or with selling in some kind of a store, or shop.

There are lots of men who have good positions who started as office boys in big companies. There are always general office jobs for those who are accurate in figures, can type accurately and fairly rapidly, and are legible writers.

SUSAN:

That's all very nice—to know that there is work, but how can we find out where these jobs are? Will we have to go from one place to another trying to find an opening?

MANAGER:

Yes, to some extent. There are three main methods that you can use. First, watch the help wanted column in your newspaper.

HARRY:

I know that about the only kinds of jobs that have been advertised in the *Advocate* are for farm hands. Will I have to go to a larger city?

MANAGER:

Not necessarily, but there are naturally more openings or chances for work in larger cities. However, don't get the idea you will have to go to St. Louis or Chicago or New York to find a job.

MARY:

Well, when there are few jobs advertised in our paper, how can we find jobs?

MANAGER:

The second source, particularly in smaller

places, is your friends and your friends' friends, or some people you know who are in business. Let as many people as possible know you want a job and that you are not too particular what it is. Then when they hear of a chance they will let you know.

BOB:

Then a stranger in any town would be out of luck.

MANAGER:

Yes, he might. That is why you should not be too hasty about leaving home for the "big city" unless you have relatives or friends there to help you. If you see an ad in some paper away from home, you can answer it and ask for an interview.

SUSAN:

What about a place like this—an employment office? Don't you hire people?

MANAGER:

A State or Federal employment office is a clearing house for employers and workers. Employers who want men, usually those with a trade, and people seeking employment make out a registration form, and our work is to send workers to employers needing them, and giving information about workers who have registered. Registration is free and any worker or employer may use the information about work or kinds of workers that are available. In large cities there are employment agencies which make a charge for telling workers about opportunities.

BOB:

Do you have any notice of jobs open in Greenville or will you later?

MANAGER:

Not now, and there is little likelihood that we would have unless some employer finds it impossible to get the kind of worker he wants there. That reminds me that you may find that you will have to start out and go from one business or factory to another to ask if there are opportunities. You may not find employment at once, but if you have made a good impression and left your name and address, you will get results. Persistence will not harm you, as long as you do not become a nuisance.

Most employers, personnel managers, or department heads are quite willing to assist and advise young people like you who are courteous, considerate, and use intelligence in interviews. In making any application, whether a written letter or filling out an application blank, be sure to give all of the information that is asked for and give any other information that you think might be valuable.

MARY:

I am afraid the best we can do now is to make our application with you and follow your advice about trying to locate something at home.

HARRY:

Well, we do know more about trying to find a job than we did before. Thank you.

SUSAN:

Yes, thank you. We will follow your advice.

ALL:

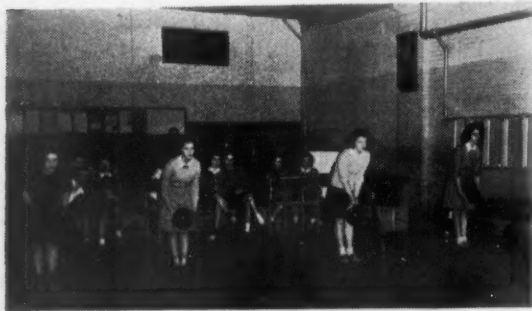
Goodbye.

Bowling for Girls

IN THESE days of mass athletics, physical fitness, and intensified physical education programs, it would seem as though individual sports ought to be classified as belonging to the realm of the past, but, as a matter of fact, the very opposite is true. Today, adults and children alike do not have the time to become active members of large teams, to sit through sessions of "double-headers," or to belong to large groups engaged in team sports.

Women are replacing men in defense industries, and high school girls are replacing their mothers at home. The time element, therefore, would tend to place emphasis upon individual sports or teams of few members rather than upon the large group games and the forbidden competitive athletics for girls. It would seem logical then, that the high schools should provide greater opportunities for engaging in individual athletics. There is no better sport than bowling to provide an opportunity for exercise, for social intercourse, or for mental relaxation.

Niles Township High School of Skokie, Illinois, has always had an intensified bowling program, and although many changes were found necessary this year, the program is still highly successful. It all starts with an after-school mass meeting of all students who are interested in bowling. At this general meeting, the day, or days for league bowling are set,



Bowling Club in Action.

teams are chosen, and captains elected. Certain definite restrictions are placed on choosing team members. It has been found most successful to permit two bowlers and three non-bowlers on a team, although many leagues permit four to six bowlers on teams, depending upon the ability of those who attend the meeting and who wish to bowl in leagues. Each team then chooses its captain (one of the bowling members) whose duties include keeping score, turning in team results to the bowling managers, and notifying members of proposed changes. Team captains must also be made responsible for the conduct of their members at the bowling alleys. When the team captains have been elected, names for

MILDRED A. SCHAEFER

*Niles Township High School
Skokie, Illinois*

each team are chosen. Team names permit contact of teams more easily and make bowlers more group conscious.

The first two weeks are spent in obtaining scores of all bowlers so that a handicap basis may be worked out, and to give the bowlers on each team an opportunity to teach their non-bowling members how to bowl, bowling etiquette, scoring, and rotation. At the close of this two-week period, handicaps for each individual are set up, and the league is under way. The number of weeks of bowling depends upon the number of teams. For an eight team league, twenty-one weeks have proved best, as each team bowls every other team three times. This also carries the league into the spring season when other sports are in demand.

After all teams have been chosen and captains elected, the faculty sponsor chooses two bowling managers from those bowling, whose duties are most responsible, as the bowling managers must be willing to spend much of their time in making the league successful. Carelessness on the part of the managers will definitely ruin an otherwise successful league. The managers must be genuinely interested in bowling, must have a superior knowledge of the rules and regulations of the game as well as bowling etiquette, and must be interested in furthering and bettering the league.

The duties of the managers are varied. They must see that bowlers obey the rules, compute individual scores and team averages, and see that these are posted so that each member knows her individual and team standing. Managers are also responsible for collecting fees from each team captain (who collects it from each team member), and see to it that the bowling alley manager is paid in full each time the league bowls. Bowling managers must set an example to the beginners by doing things properly, and must be girls with leadership ability. Therefore they must be chosen with great care. A good bowler without initiative and with a poor personality will not make a good manager, nor will she keep the league intact. Bowling managers report to the faculty sponsor weekly, and all difficulties are ironed out immediately.

Team members who are absent from league bowling twice are contacted by the faculty sponsor and warned that they are jeopardizing the standing of their team by their absence. Managers keep a standing list of girls who would like to bowl but who have not been placed on teams, and a third-time absentee is

(Continued on page 356)

School Radio Programs

II

SCHOOL PROGRAMS FOR SMALL STATIONS

The unwritten rule: Although local radio stations are only too glad to use local school programs, talent, and live shows, they want the school to manage entirely its own program without calling on the radio staff for assistance, except for the usual procedure of putting it on the air. In other words, school programs should be on their own!

YOUR OBLIGATIONS

Remember that the local radio station, to give you a particular time on the air each week or for every day, must shift its commercials, programs and other spots. That's just for your school program. So—

(a) Be prompt—be at the station at least 15 minutes before “air time.”

(b) Be reliable—make your own arrangements as to guests, script, music, newspaper, publicity, etc.

(c) Don't make a holiday out of your visit to the studio. That rule applies to faculty as well as students. The staff members are busy. So don't wander around the studio unless invited to do so. Don't try to go into the control room; that is not allowed during wartime.

Don't wander into offices, stay out. Sit quietly in the reception room until it is time to go on the air, or to rehearse in the studio if that is necessary.

And to teachers, don't go about, hand-shaking with the manager and staff unless they come out to greet you. This business is their livelihood. It's your job to give them a good show. You should appreciate the “air time” they give you and use it carefully.

(d) *The show must go on.* If one of your guests does not appear, do not make a fuss and fume all over the place. Change the script and go on just the same. That's “show business.” It has been my misfortune more than once to go on minus one or two guests. *An absentee does not break up the show*—and no one is so important that he can't be replaced.

Just as an instance. On one of my shows, two first-grade teachers showed up, instead of six although all had been mentioned in local newspapers. The absentees didn't get in touch with me directly, and so I didn't know until fifteen minutes before “air time,” and the station manager was sure I couldn't manage without them.

I just took my red pencil and shifted the speeches and went on just the same—letting the two and myself do the job of the missing four. It can be done, and it is done every day. Don't lose heart, because just about anything and everything does happen on and before the radio show goes on the air, and often that's what makes it sparkle and tingle. “A bad break is often a good break,” and it doesn't take Con-

SOPHIE MILLER

Originator, Author, and “Sophia”
of Station WKNY
Kingston, New York

fucious to say it either.

RADIO TIME

Radio time is divided into quarters. That is a fifteen minute show is actually a twelve or thirteen minute period. The “station breaks” when the announcer says “And at the sound of the gong it is exactly . . . this is Station So and So . . . and the voice of . . .” Also a commercial may be squeezed in. So it is wiser to have your school programs shorter than longer. You can always stretch them by talking more slowly, but it's quite difficult to shorten them, on a “tight” or full program. A half hour is about twenty-two minutes or less for the actual show.

Station breaks are given a leeway of two minutes before or after the hour or half hour, although breaks do not have to be made on the quarter of an hour if they disrupt the show. It is considered “good radio” to finish right on the “head.”

When arranging your script or program, it is best to time each speech, jot the minutes down on the script, also time up to the end of each page and direct each one to watch his, or her, own time when on the air.

TIMING

Timing has various meanings in radio and show business. When a show is spoken of as having “good timing,” we mean its “solid” or extra good. That is the finest compliment a show can receive.

(1) For good timing, each speech or line should follow another closely.

(2) There should be no “silence” or empty air spaces.

(3) School programs, having young, happy healthy students should make a lively showing. Pack your show up tight. Don't rush; but don't drag. Keep it snappy. Be on the button and let each student put everything he has into it. It should “go over with a bang” as they say in rip-roaring spirit talks before a football game. Give them the same sort of speech before going on the air. It helps even for adults.

WHAT MAKES A PROGRAM

It seems strange that the average layman who listens to the radio day in and day out has no idea what makes a radio program. A stranger, on meeting me for the first time and hearing that I'm on the air, usually asks, “What do you do? Do you sing? You don't? Then what do you do?”

I often catch myself answering, “Must one

(Continued on page 349)

A Junior High School Buys A Jeep

LEARN, share, serve, save, and conserve: these words found on the V-Star symbolize the understandings which pupils and teachers are to seek about our war. Our war!

Since Pearl Harbor, the pupils of Champaign Junior High School (Champaign, Illinois) have labored to do their share in making effective the American voluntary effort to win our war. This war and its problems have provided the basis for many series of projects in various class, club, and pupil government groups. The students have cooperated with their teachers in registration and rationing, and in planning for civilian defense. They have given Victory Books and Christmas packages to the soldiers and furnished music for them at a nearby air base and on local U.S.O. programs. They have sponsored and contributed to mite boxes and Red Cross and Community Chest campaigns, provided and decorated old automobiles for jalopy parades, collected tin cans, and planted Victory Gardens. They have written essays for the radio on "Why Everyone Should Buy War Bonds and Stamps" and helped the city in its salvage drives. As individuals, they have purchased both stamps and bonds. And still they were not satisfied; it was not enough.

The pupils had been sold on the idea that \$900.00 spent for war bonds would buy a "jeep." They proposed that the school should buy enough war bonds with money earned by all junior high school pupils to buy at least one of these creatures for the armed forces. It could be done, they insisted, through all-school extra-class activities—no time from class work to be asked.

By January a plan took form. It was proposed that an accumulation of papers and magazines by the pupils through their home room organizations for sale to local junk yards would bring in considerable money, and at the same time salvage needed material. Each home room was to collect a minimum of one ton of paper—a total of twenty-eight tons for the school. The plan was accepted by the pupils and organization work was begun.

It was decided to have the drive last for nine weeks. At the beginning of each week, there was to be a drawing to select three home rooms, one from each of the three grades (7th, 8th, and 9th), to sponsor the drive for the week. Four home rooms would contest the last week, since the ninth grade had ten home rooms. Large charts, one for each grade, made to resemble huge balances, were constructed by the pupils and displayed in the halls, and throughout the drive they indicated the accomplishments of each grade and each home room.

The usual Friday assembly was used the week preceding the drive, to put on skits intended to build enthusiasm to a high pitch. All three

HEBER ELIOT RUMBLE
*Champaign Junior High School
Champaign, Illinois*

grades carried out original ideas. There were scenes where students were cleaning out attics and basements; by means of hidden chains and wires small wagons were loaded ceiling high. The effects were so realistic that many youngsters sat on the edge of their chairs expecting loads to come tumbling down at any moment.

The plan of the paper drive was carefully explained by student speakers. Papers and magazines were to be brought to a storage room located in the heating plant outside the main building, from 8:00 to 8:30 A.M. and 3:00 to 4:40 P.M. each school day and until noon on Saturdays. Each week's contest began on Saturday morning and ended at 4:00 P.M. on Friday, when trucks from the junk yards would arrive to haul away the week's collection.

The storage room had been divided into three equal sized bins, with platform scales available. Much work was done in that storage room during the nine weeks of the contest, and at four o'clock each Friday large crowds gathered to see which grade loaded their truck with the most paper. A teacher and student went with each truck load for the weighing-in.

All students were asked to have their paper sorted into bundles of magazines, newspapers, cardboard, and loose paper. All bundles were to be tied securely. And as it soon became apparent that the home rooms following these instructions were receiving more money for their poundage, these suggestions were followed.

As the paper was brought in, home room representatives weighed the paper carefully and accredited it to individuals. So careful and honest were these representatives that almost every home room knew what they had accomplished before the paper was weighed at the yards—which weight was taken as official. Students were kept constantly informed of what was happening in the storage room, and as to the progress of every detail of the drive. Students will work, and do hard work, when they can see progress, and when they have goals which they believe possible of attainment.

During the first two weeks, home room groups barely reached their goals. Many groups were hoping that their sections would be drawn, for it was believed that the paper would become scarce as the weeks passed. This proved not to be the case. At the end of the third week, the winner announced a total of 3,000 pounds of paper; at the end of the fourth week the winner had collected two tons. Excitement and enthusiasm increased; new goals were set by home rooms in attempts at a new record. The

winner of the eighth week had collected 5,000 pounds of paper and the winner of the ninth week, the champion of them all, brought in three tons of paper.

Altogether 84,677 pounds of paper were sold, for which the pupils received \$523.84 profit. All work had been done without loss of time from class work. The drive had proved to be a worthwhile experience to both students and teachers, for success depended upon cooperation by all. Everyone appeared to be forming a better opinion of everyone else. Teachers and student leaders of home room groups planned to know in advance where all members of the group lived, how much paper was stored, what dependence could be placed in estimates and promises.

Most home rooms kept a chart on which was indicated how much paper was to be contributed by each individual, where it was stored, and when it was to be collected. Almost every pupil came through with more than his promised share. Some of the home rooms plotted routes for each afternoon and secured a parent to drive a car along this route. The teachers usually made the trip with the student representative and parent on each trip and thus became acquainted with at least one parent of every child in her home room, and particularly with the drivers of the cars. Many contacts were made that would otherwise never have been made. Many a student was better understood by having had his teacher call at his home. Because the drive was well organized, it served as good publicity both for the school and for the American voluntary effort to win the war; paper was saved; money derived from the sale of the paper was used to purchase war bonds.

In March the students gave a "Variety Show" open to the public, and the paid admittance was approximately \$205.00 for two performances, one for the school children and one for adults. The money bought bonds.

Although the ninth grade graduated in June, when school opened in September the students were still determined to finance their "jeep." Before they could present any plans, however, the National Salvage Program was announced. A county organization was set up, and prizes were offered to the county elementary schools collecting the most scrap within a period of two weeks. The county junior high schools were invited to participate, but each grade was asked to enter as if it were a school. The three grades of Champaign Junior High School welcomed the invitation and immediately organized. Even then, however, they made it an all-school activity.

The students organized their drive by grades and by home rooms. It was decided to use one of the two weeks allotted for organization and one for transportation to school. All work was to be done before and after school, except for one representative from each grade who would spend one-half day at the scales. Because of the short time involved, the members of the Parent-Teacher Association were asked to do

all weighing, and to provide transportation for the heavier contributions needing trucks. At the end of the drive all money received was divided equally between this organization and the home room groups.

An assembly was held each day, during the activity hour, to announce progress and accomplishments and to make awards of insignia (prepared by the students) for meritorious service. At the end of the week an enormous pile of scrap metal had been accumulated. The junk company weighed the metal and paid \$554.08 for a total of 130,963 pounds. The shares going to the home rooms were determined by the weight of the metal contributed by each home room, for a system of duplicate receipts had been worked out for the drive. Each group decided by majority vote how it was to spend the money it received, and almost all money collected was invested in war bonds. A few of the home rooms receiving large shares, because they had contributed more scrap metal, voted to donate some money to service organizations such as the U.S.O.

In the county scrap collection contest each grade won a prize. One of the many large elementary schools of Champaign won first prize but the junior high school ninth grade won second place and received a \$25.00 war bond; the eighth grade won third place and received \$15.00 in war stamps; the seventh grade won fifth place and received \$7.50 in war stamps. This was more than equivalent to a \$50.00 war bond for the junior high school as a whole. A representative from each grade appeared on a radio program to receive the awards.

For several years an "Annual Fall Carnival" had been sponsored by the home room organizations. The next proposal coming from the students was that a carnival be given as usual but that the proceeds be used to buy war bonds. This plan met with instant approval from all groups.

Four candidates for king, and four for queen, of the carnival were proposed by the ninth grade and an election was held, with all students voting.

Advertising and publicity for the carnival was to be accomplished in four ways: by pictures and articles in local papers; by announcements and the showing of parts of acts from the stage show to the elementary schools; by a display of posters provided by art clubs; and by 900 students selling tickets and telling their friends about the gala event. This last mentioned means was by far the most important.

It was agreed that no activity would be permitted which might mar school property, that barkers at side shows were not to use mechanical noise makers, that after the side shows closed each home room group would place their room in clean and orderly condition for use of classes the following day. The janitorial force was to clean the halls, restrooms, and auditorium. All side shows were to be planned in advance and put together after school on Thursday; Friday

was to be a day of "classes as usual."

Since the barkers were limited to the use of megaphones, many original devices were invented to attract the attention of customers. One home room devised a suitable contrivance by constructing a cardboard sign projecting in V-fashion out from the door and surrounding the sign with Christmas tree lights connected in series with blinkers. More than one thousand people paid admittance to this side show.

Tickets of admission to the carnival and stage show sold in advance for ten cents. Side show tickets sold at the carnival and cost five cents for three. No money was collected at the side shows. Ten per cent of the earnings of each side show, after expenses were deducted, went to the home room. Side shows were planned to last only a few minutes, so as to allow customers to circulate among all the attractions without being delayed too long at any one place. This policy permitted a greater accumulation of tickets by all, resulting in greater home room receipts as well as more money for war bonds.

The carnival had a military setting. The stage show at 7:30 P.M. started the evening's festivities, lasted for thirty minutes, and consisted of several acts. Then came the coronation of the carnival king and queen. Surrounded by beautifully dressed attendants, and against a pretty stage setting, this ceremony was well received. The king and queen of the carnival led the audience from the auditorium to the stands and side shows.

All side shows opened immediately after the coronation ceremony, and barkers were at their doors by the time the procession reached the halls. Side shows remained open exactly one and one-half hours with a warning bell being sounded fifteen minutes before closing time. No tickets were sold after the warning.

Side shows were of all types. Home rooms located in science rooms preferred side shows within side shows: the spider with the head of a girl (by means of mirrors); pipeless faucets

with running water; bottomless pits; burning lights with no wires. Larger rooms with pianos had cake walks, dances, floor shows. Other groups had refreshment stands, movie houses, boxing matches, ghost houses, play houses, fortune telling, pot o' luck, shooting galleries, halls of skill, and many other types of entertainment. All were worth their admission price and none were "gyp places."

Everyone had a grand time. And as the teachers walked about watching their pupils at work as barkers, ticket takers, actors, demonstrators, etc., it was surprising how many of the hundreds of parents and former students present would stop and speak with the members of the faculty—a friendly gesture much appreciated.

On Friday it was "classes as usual." Of course, everyone was interested in the fact that \$466.76 had been taken in; and everyone was happy in the realization that each one had a part in making the carnival a success; and everyone was filled with an inward satisfaction that finally the junior high school pupils had earned enough to buy war bonds necessary to sponsor the building of a jeep.

Four wartime all-school extra-class activities of 1942 for learning, sharing, serving, conserving and saving. These words are the symbols for wartime activities as conducted at Champaign Junior High School; for good fellowship between students, teachers, parents, and friends of the school; for war bonds and a jeep. Bonds and stamps have been placed in the care of school officials, and money received when the bonds mature will be used to purchase equipment for junior high school pupils of the next decade.

And already, in spite of the many outside-of-school activities being engaged in by these junior high school people because of the war, there is a growing demand for a 1943 jeep; we have one for use on the Nazi, now let's have one for use on the Japs.



Each collected more than half a ton of scrap.

Student Government, an Aid to the Teacher

THE youngest class in Bryn Mawr School (for girls) to participate in student government is my group of ten- and eleven-year-old girls in Main I. Mine is the first class in the Main School, having just come from the primary school.

Each fall, early in October, the president of our student government asks for a time at which she may visit Main I to tell us about the Bryn Mawr Student Government. She welcomes our group into the organization of the Main School, and invites us to elect a student government representative, who will thereafter attend the weekly student government meeting. The visiting senior not only discusses with our class the qualifications such a representative should have, but she also outlines the duties of a representative. She gives numerous illustrations and discusses possible instances of participation in council and student affairs by the representative. Some years she has tested the understanding of the meaning of student government by asking questions of the group and she always asks whether there are questions from the group.

Usually this age group is a bit tongue-tied at the first visit of a high and mighty senior (aged seventeen or eighteen), and their questions may all come to me after she leaves for her important, remote world of the senior room—a building all to itself.

Once she has gone and we have discussed further questions, a class election follows. Right here an astonishing thing takes place. Hidden talent for leadership suddenly appears; critical ability emerges unexpectedly, and in many a little girl a sense of responsibility seems literally to be born. Always from this point forward I find these children more conscious of any breaking of school laws or group regulations. Gradually they assume more and more responsibility for certain aspects of classroom management. By Thanksgiving the class representative and the class president preside at the daily opening exercises and superintend the checking up of the lunch list and the going-home list (when-and-with-whom) in a completely satisfactory manner.

Several years ago the child almost unanimously elected as the student government representative from this class was not fitted for the job. She had joined the group only the previous year, and her home background of thoroughbred hunting dogs, schooling ring, tennis courts, putting greens, swimming pool, and gardens had rather invested her with a glamor hard for these youngsters to resist. I knew her lack of stability and her complete disregard for the rights of others. I was honestly very worried at the prospect ahead.

I need not have worried. The real leaders in the group formed themselves into her self-appointed "cabinet," and when she fell down

A. O. WHITE

*Bryn Mawr School
Baltimore, Maryland*

they came to the rescue. They quietly and consistently showed her her short-comings; they convinced her of her unfairness. Then they thought of a device. They had her ask the student council to allow Main I's president to accompany the representative to the weekly meeting. Of course the request of the youngsters was gladly granted by their big school sisters, and this has been the custom followed ever since.

I had had a problem solved for me. The careless, inattentive, completely frivolous little girl who had come to our school in Primary IV was soon "a reformed character." Her school work had not been satisfactory. She had successfully refused to face her difficulties. She finished the year doing very acceptable work and with a spirit that no one could in fairness criticize.

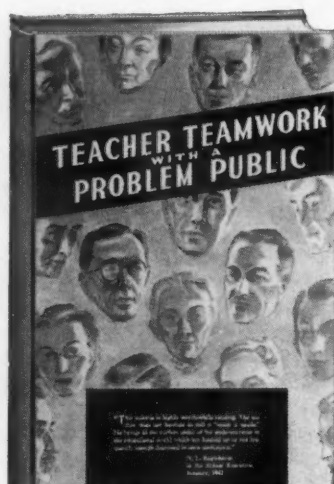
The largest contribution of our student government, it would seem to me, is the development of responsibility on the part of the girls. They learn to manage themselves in an acceptable way when no teacher is in charge. This entails the warning of the non-conformist with subsequent "marking down" in the student government girl's book if the warning is not well heeded. No girl is ever given a mark against her without being told, "If you have too many such marks you know you will be asked to appear in the study hall on the one afternoon the school has free each week. There, shepherded by the student council, you will be asked to explain your shortcomings and you will be set a task commensurate with your misdemeanors and your age."

Another field taken over by the student government and actively promoted by these youngest citizens is the field of health. According to their own rules, they are to wear a sweater in the classroom on cold days, never go out in even damp weather without rubbers or galoshes, and never go out without the proper coat. Their hard and fast rules even help the health of the faculty. I would not consider breaking them as I travel back and forth between buildings. Such restrictions upon my personal liberty I accept as really good for me, and as I dutifully put on my galoshes I think how blessed I am in not having to inspect each pair of feet as they hurry away for some other part of the school grounds.

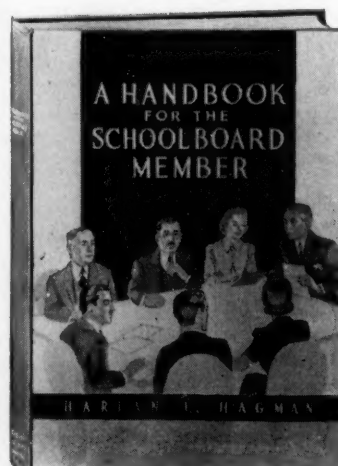
That a properly conducted student government may be of great aid to pupils is now almost a truism. That it aids the teacher is not always clearly seen, however. Miss A. O. White of Bryn Mawr School (for girls) illustrates the refreshing point of view that pupil government is an aid to the teacher as well as to the pupil participants.—Lawrence Riggs, Associate in Education, Johns Hopkins University.

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News Notes and Comments

Numerous requests for back numbers of *School Activities* to replace those that have been lost shows the common and widespread practice of binding complete volumes for reference. A few back numbers of recent issues are available at the regular single copy rate.

Victory Corps Guidance Manual Issued

Publication of "The Guidance Manual for the High School Victory Corps," pamphlet number 4 in the Victory Corps series, has been announced by the U. S. Office of Education.

ERPI Classroom Films in collaboration with Dr. George T. Renner of Teachers College, Columbia University, has just produced "The Airplane Changes Our World Map." This fascinating sound film, in line with the world trends toward more and faster air travel, explains in the modern, fast, visual and audible way the problems of map projection distortion, latitude and longitude, distance contrasts and Mercator's, Mollweide's and Goode's projections. And this is just one of 30 aviation instructional films produced by ERPI.

Assembly Programs for Schools Issued

A Handbook of War Savings School Assembly Programs may be obtained, free to teachers, from the Education Section, War Savings Staff, U. S. Treasury Department, Washington, D. C. The Handbook contains (1) suggestions for writing play scripts, (2) ways of promoting your school's war savings program, (3) government and non-government patriotic program material, and (4) five War Savings Plays on elementary, junior, and senior high school levels.

War Jobs for Women is the title of a booklet of forty-eight pages issued by the Office of War Information, Magazine Section.

Free Guidance Pamphlets

Counselors, deans, teachers, librarians, students, parents, and others interested in vocational guidance will find helpful material in a new list of 25 free pamphlets on 17 different occupations, including names and addresses of the publishers from whom the pamphlets may be obtained upon request. For further information, write to Occupational Index, Inc., New York University, New York City.

Every member of the Baylor School (Chattanooga, Tennessee) Victory Corps spends more than one day a month working on the school farm. The boys are growing a victory garden and raising feed for the chickens, cattle, pigs, sheep, horses and mules on the farm. In addition, courses in aviation, navigation, meteorology, radio, military science, and physical fitness

enable students to qualify for the special service divisions.

New Aviation Textbooks

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American Youth

Education and aviation have joined forces in a nation-wide program to "air condition" American youth to the Air Age in which we live, through the medium of a series of 20 textbooks designed for junior and senior high school students and covering the subject of aviation from all aspects of the curriculum. Over 400,000 of these books are now in use in some 5,000 school systems throughout the country.

Are teachers liable to suit in connection with their work in the classroom? An article in the April *Secondary Education* tells how teachers have been sued for their acts in school.

Pamphlet No. 6 of *Education and National Defense Series* is entitled, *What Democracy Means in the Elementary Schools*. It is issued by the Office of Education with a foreword by Commissioner Studebaker.

If democracy means anything at all, it means that the everyday affairs of the common man offer a direct road to the more abundant life.—*Boyd Bode*.

It is absurd to think of utilizing school buildings in the future as little as they have been utilized in the past. Most school houses will not wear out any more rapidly if they are used fifteen hours of the day than if they are used merely five hours.—*N. L. Engelhardt*.

With devotion to an ideal of work for the welfare of man, implemented with the education necessary to make that work effective, the youth of our nation can make of democracy something truly great.—*Arthur H. Compton* in *Think*, November, 1941.

Patriotism belongs to the men and women who are the conscience of a nation.—*Goff*.

Learning new skills and refreshing rusty ones are prime objectives on the labor front. Why not on the leisure front, too?—*Mark A. McCloskey*.

"The recreational needs of wartime are not essentially different from those of peacetime. They are only more acute. There are serious social penalties to be paid in peacetime for our failure or neglect to provide for the recreational needs of our communities. These penalties might be summed up as social disorganization

and individual human waste. In wartime we cannot afford to pay these penalties."—*Florence Kerr, Federal Works Agency.*

"Democracy is a way of life and social organization which above all others is sensitive to the dignity and worth of individual human personality, recognizing no barriers of race, religion, or circumstances."—*From Education for Democracy.*

If students wish to know more about their personalities on the one hand, and how better to work to capacity on the other, it is up to educators to devise means of answering the students' questions, objectively and effectively.—*N. Franklin Stump in School and Society.*

Special Offer of Back Numbers of *School Activities*

Several hundred miscellaneous copies of *School Activities* are offered in packages of 27—no two alike and none of the current volume—prepaid for \$2.00. This makes available at a nominal price over a thousand pages of material, much of it activity ideas and entertainment helps that are as timely and usable now as when they were first published.

A School-wide Better English Campaign (Continued from page 334)

vided for using such words as "ain't," "I seen," "betcha," and swear words; another part of the chart had squares for mispronouncing you, Illinois, and other such words; then there were provisions for getting marks for not using margins in written work or for not having the proper heading on papers to be handed in. The section for misspelled words was carefully arranged to provide the most important words in each high school course. The teachers of the specific courses were contacted and asked to draw up a list for their classes and to check on those words in all work.

Before this plan was put into effect, the idea was proposed to the whole school in an assembly program. One of the girls gave a reading in which bad English predominated and then followed it with a "pep talk" toward Caledonia's improving its use of English. One of the sophomores presented their plan and asked for suggestions from the floor. It was suggested that the contest be in effect at all times, even outside of school hours, and also that every student hand in at the beginning of each English class any incorrect usage of English that he had heard, giving the name of the person who said it, also when, so that no one would be given two black marks for one mistake. A clerk was appointed to take care of scoring the chart every night. It was decided that at the end of the six weeks period, the losing team would give a party for the winners.

One sophomore was elected to contact the other rooms in the school to try to "sell" them

the idea also. The upper grade room decided to use the contest idea and drew up their own chart. In the lower grade rooms the teachers decided to emphasize just one mistake a week. One week anyone who said "ain't" had to wear a large cardboard sign with "ain't" printed on it.

The students not only had fun with this campaign, but they also became conscious of their English and also made their parents and friends watch their speech more closely.

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School Radio Programs

(Continued from page 341)

sing to be on the radio? Do news commentators sing? Do 'tear jerkers' sing? Do sportscasters sing? Do commercial announcers sing?"

So what makes a radio program, and what can you do on the radio? Why, radio is just the doings of every day life. School programs will consist of school activities, sports, clubs, projects, social affairs, and of course musical programs—school band, etc.

THEME SONG

A "theme song" is often a recording that is played at the beginning and the end of programs. Hearing the "theme," one immediately knows what program is on the air, for the programs always use the same theme.

(1) Now for instance, for a school program, I would suggest that record cutting equipment be brought into a packed assembly and a "theme record" made. Have the cheer leaders lead the students in their regular school yell, followed by the school song. This record will cost about \$1.50 and can be used over and over again at the studio, giving the illusion of a large school student body audience for each program.

OF INTEREST TO HIGH SCHOOL STUDENTS

Ralph Edwards, the red-headed director and master-of-ceremonies on the famous radio quiz show of "Truth or Consequences," started his radio career at the age of sixteen, when during

his high school days he was a newscaster on a local radio station.

Signing off—Sophia Miller.

A Timely Project for the Home Room

(Continued from page 337)

son to whom the certified copy of the delayed birth certificate is to be mailed.

Birth registration is necessary to prove among other things: the fact of birth, the date of birth and the place of birth for: entrance to school, first work permit, automobile license, right to vote, right to enter civil service, entering military service, settlement of pensions and for social security benefits to the blind, dependent children and the aged. Also for proving parentage, inheritance of property, settlement of insurance, legal dependency, establishing identity, tracing ancestry, securing passports for immigration and emigration, and to provide birth statistics.

Homerooms will find the study and work involved in securing birth certificates the means of rendering a real service as well as a valuable educative experience.

Opportunities in the United States Merchant Marine, a pamphlet, has recently come from the Federal Security Agency, United States Office of Education.

An Assembly Program for Each Week of the School Year --

sponsored by C. C. Harvey—is only one of the many new features planned for *School Activities* readers, beginning with the September number.

Renew your subscription now.

Something to Do

C. C. HARVEY, *Department Editor*

VITALIZE HOMEROOM ACTIVITIES BY INTER-CLASS VISITATIONS

It is generally agreed that there is no blank prescription for success in homeroom planning and administration. The same activity may be successful in one school and entirely unsuited for another. A practice reported to have been found successful in a large number of schools is inter-class visitations of homerooms.

In one junior high school the homeroom meets for a forty minute period each week. The programs given are of such interest that pupils and teachers look forward to them with enthusiasm. A deviation from this procedure is the monthly visitations of the homerooms. For example, a seventh grade homeroom will play host to another seventh grade room during the period. The visit is then returned the following month, when the other seventh grade plays the role of host. The benefits of such a practice are without bounds. The interest stimulated by the impending visit of another homeroom is motivation without parallel. The exchange of ideas, the social atmosphere created by the situation, and the presentation of the program are but few of the many educational values of the practice.

Is this a real life situation? As an expected visit in the home by an invited guest is the cue to put on a full dress rehearsal of our best manners, best silverware, etc., the homeroom visitation presents the same lifelike situation, requiring planning and organization to have guests feel "at home." If a real life situation must be simulated, the inter-class visitation of homerooms is a forward step toward its actuation and also an aid in the all-roundness objective of education.—A. H. DELLA PENTA, *Wilson School, Lodi, New Jersey.*

PLAN PROGRAMS TO SERVE AS SUBSTITUTE FOR HAZING

The eighth grade at Marshall Junior and Senior High School, Huntington, West Virginia, has established two traditions that make life happier for entering seventh graders. Shortly after school opens each year, their grade gives what the principal calls a "hazing substitute" party. At this affair, which is under the supervision of the faculty, the guests—the seventh graders—are required to do harmless and amusing stunts devised by their hosts for the purpose of initiating them into junior high school. After the fun is over, refreshments are served.

This frolic came into being after a hazing accident which might have proved to be serious. At the principal's suggestion, the eighth grade gladly substituted this kind of good time for the

usual paddlings. Now there is plenty of fun, but no dangerous rough-housing.

The first assembly given each year by the eighth grade is for the purpose of acquainting seventh graders with the extra-curricular activities of the school. Each club to which these entering students are eligible has a representative on the program who explains the aims of his particular organization, gives the highlights of the program for the past year, and invites the new pupils to join. The president of the student council—who is a senior high school pupil—always explains the aims and purposes of that organization.

The information given at this assembly is obtained in many schools through a handbook or through homerooms. Both are good channels which can well supplement what is presented at the assembly. We prefer the assembly as an original source of the information for two reasons: First, it gives the eighth grade pupils a sense of responsibility and importance which is good for them; and, second, it adds a certain prestige to extra-curricular activities.—VIRGINIA RIDER, *English Critic Teacher, Marshall College Laboratory School, Huntington, West Virginia.*

ENCOURAGE CLUBS TO DEVELOP PROJECT IN SELF-EVALUATION

In *School Activities*, September, 1940, an article was published by Victor M. Houston entitled "Self-Evaluation of Extra-Curricular Organizations." This article suggested that pupil organizations should attempt to evaluate themselves at least periodically to make sure that they are meeting their original purposes and that eligibility requirements, limited participation, sponsor domination, lack of sponsor guidance, etc., are not preventing the organization from achieving its major function.

The writer reports that a large number of clubs and their sponsors have reported to him that their organizations are devoting some time to this activity and have met with marked success. They report a greater interest in the club's activities on the part of an increasing number of pupils, less sponsor domination, a revision of the club's purposes, and a more intelligent and discriminating participation on the part of officers and members.

Why not plan your club program so as to spend some time each year on a project in self-evaluation? A manual entitled "Evaluative Criteria," published by the Cooperative Study of Secondary-School Standards, 744 Jackson Place, Washington, D. C., contains a section dealing with the evaluation of school activities. This manual would be very helpful to groups which undertake such a project.

LET CLUB MEMBERS WRITE THEIR OWN LIFE HISTORIES

A project suitable for many clubs is to let members write their own life histories. These autobiographies may start as far back as pupils can remember and continue to the present in chronological order, including all the events important in their lives.

Such a project has many values for pupils. The writers view themselves, usually for the first time, objectively, and some pupils even weigh their actions and achievements. The writing of life histories gives the teacher a better understanding of individual pupils, particularly their interests and problems. New projects and suggestions for new activities are sure to result from the papers pupils will write.

In a history club with which the writer is familiar, a series of projects have been developed to occupy the time of members for the entire year. The following are attempted in the order named: (1) The writing of autobiographies by each member of the group. (2) Writing a history of the local high school. (3) Studying and writing the history of the community. (4) Study of the history of the home state. Frequent discussions and programs are held based on what is being done in the club.

KEEP A BULLETIN BOARD PAPER FEATURING ITEMS OF TIMELY INTEREST TO SCHOOL

Today all pupils should be familiar with affairs of their school and community as well as with current events of the world. To keep pupils posted on significant affairs of the day, plan a bulletin board newspaper in which are featured items which should be of particular interest to them. Selecting and keeping the display of news items could become a very interesting and educational project for almost any group of pupils.

Select a prominent place about the school building, possibly the library, and make a bulletin board large enough for the posting of a variety of clippings and articles. The group in charge of the project should be on the lookout at all times for material suitable for use. Each day clip a few of the most significant items from newspapers to display. Select articles which have both news and human interest value. Student newspapers from other schools provide an excellent source of information on what pupils are doing and thinking in different parts of the country. Current events papers used in some classes contain many articles of interest to boys and girls. Poetry, jokes, and news pertaining to the school and the local community will give variety and add to the interest in the newspaper. A bulletin board newspaper has been a project of the University of Chicago High School Library Club for several years and has proved successful in arousing interest of

pupils in various activities and keeping them informed on current happenings.

GATHER IDEAS ON ACTIVITIES FOR USE OF CLUB LEADERS

Induce a group of pupils who have special aptitude for writing and elementary research to gather ideas about activities and projects for the use of club leaders. From time to time the group might publish a mimeographed digest of information for club leaders.

Such a project might be initiated by the school council or by one of many kinds of clubs. Examine school papers received through exchange with other schools. Many of the activities reported in these papers will be suggestive of things which could be done in your school. Visits to other high schools, correspondence with other pupils, and interviews with teachers will produce many ideas. Correspondence with the headquarters of national high school organizations will result in other ideas. Get pupils who attend conventions of pupil leaders to write reports on what they have learned. Examine books on extra-curricular activities for ideas. Sometimes these books may be borrowed from teachers if they are not available in the high school library.

The most valuable and timely source of information will be from educational magazines. The following give the best information on activities: *School Activities*, 1515 Lane Street, Topeka, Kansas, is the only magazine devoted exclusively to extra-curricular activities. *The Clearing House*, 207 Fourth Avenue, New York, New York, frequently publishes articles which describe projects and activities in high schools. *Quill and Scroll*, Northwestern University, Chicago, Illinois; *School Press Review*, Columbia University, New York, New York; and *The Scholastic Editor*, Minneapolis, Minnesota are devoted to school journalism and related activities. *The Councilor*, Fall River, Massachusetts, and *Student Life*, 1201 Sixteenth St., N.W., Washington, D. C., publish material on student council activities and related topics. Many youth-serving organizations issue bulletins and other material which contain suggestions for projects.

LET MEMBERS OF SCIENCE CLUB CARE FOR PLANTS IN BUILDING

Many schoolrooms are made more cheerful by the presence of growing plants. These are a joy indeed, but also a responsibility. In most cases, the teachers must see to it that these plants have proper care. In other instances, the custodian must take them on as his added duties. For the teacher of general science, botany, agriculture, etc., this is an opportunity to provide practical application of scientific principles.

Members of the science club might well assume responsibility for the growing plants in

the building. At stated intervals, reports or programs of the group might deal with the care of the plants, the methods used in keeping them healthy, and the like. Plant growth as related to soil, plant food, water, and light might well be related to other factors of scientific interest.
—HANNA LOGASA, 901 South 15th St., Lincoln, Nebraska.

SPONSOR A CLIPPING BUREAU AS SCHOOL SERVICE PROJECT

A school clipping bureau may prove to be a valuable project for an English, journalism, or library club. Such a project may be made of value to the school as well as to the pupils who operate the bureau.

The group of pupils who carry on this project should plan to devote most of their time to it throughout the year. A special club may be organized to operate the bureau, or it may be carried on by a committee in a club which has other activities. Arrange with the librarian, principle, and teachers to supply the group with newspapers, booklets, and other materials which are not to be kept permanently. At each meeting let pupils analyze the various publications and select items to be clipped. Label each item with a tab which contains information in regard to the source, purpose, and the person or department for which it is intended. Some items might be clipped for use on bulletin boards, for filing in the library, and of interest to various activity groups.

Aside from the usefulness of the material which may be gathered by the bureau, pupils will develop discrimination in reading a newspaper, they will gain a broader sense of what is important and what is not, and they will add to their general knowledge and social understanding as they see the various aspects of life reflected in the publications.

FIND SCIENCE CLUB PROJECTS IN YOUR LOCAL COMMUNITY

In every community there are many opportunities for finding projects for science clubs which are of local interest and significance. The following account of what has been done in a Texas high school is quoted from a newspaper article:

"Out of Texas comes a story that presents a challenge to every teacher of high school science, particularly those with science clubs. 'Chemurgy' is a word packed with meaning for every farmer. They are looking for new crops to grow and for new uses for old crops. Their farm papers are filled with accounts of developments in the field of agriculture. The great Southwest is experiencing a new development in pioneering. No wonder that out of a rural high school comes this amazing discovery.

"The Science Club of White Oak High School, Longview, Texas, constructed a sweet potato

dehydration press that is at present the backbone of a new Texas industry. The development of this press enables the Texas farmer to raise profitably the sweet potato on a large scale. The work with the dehydrator soon outgrew the high school and was transferred to the Chemistry Department of North Texas State Teachers College. Here a semi-commercial model of the plant was constructed. Three experimental commercial plants are now operating. A new industry looms on the horizon."

LET HIGH SCHOOL PUPILS EDIT ISSUE OF LOCAL NEWSPAPER

Arrange with the editor of your local newspaper for the school paper staff or journalism class to edit a special issue of the local publication. Make this number an educational edition which will give the public an insight into the work of the school.

Begin planning the issue several weeks in advance and cover every aspect of education in the community. Feature the work both of grade and high schools, activities of the Board of Education, financial affairs, new improvements, difficult problems, and plans for the future. Interview principals and other persons in strategic positions to secure information for use in the articles. Write articles explaining the purposes of classes, clubs, and organizations.

Each department—home economics, social studies, or visual education—will supply material for a number of interesting stories. One thing that will be of much interest this year is information on what the schools are doing to contribute to the war effort. Don't forget to give prominent notice to the contributions which citizens have and are making to the progress of the schools. Make this activity the beginning of a program of publicity for the schools. If your local paper is a weekly, investigate the possibility of pupils editing a page each issue in which school news is featured. If a daily, why not let pupils edit a page in the Sunday edition in which the news of the school is reported?

ORGANIZE FUTURE VOTERS LEAGUE AS CIVIC EDUCATION ACTIVITY

The article entitled "The Question of Age Limit for Future Voters," published in the December, 1942, number of *School Activities*, aroused much interest among readers. Following are three of the comments received on the proposal to limit the legal voting age to eighteen years:

"I have read your article with great interest, and I am grateful to you for your thoroughly constructive cooperation. I think it would be highly significant and useful if you could effectively organize your League of Future Voters. We can get this new amendment to the Constitution if the people display sufficient interest

in it to make themselves heard in Congress."—
SENATOR ARTHUR H. VANDENBERG, author of the
 proposed Constitutional amendment to lower the
 voting age to eighteen years.

"I am in favor of such a movement. In the
 first place, under our system of laws now girls
 are expected to reach their legal majority at
 eighteen years of age, and I think the logic of
 such a situation would justify extending to them
 the privilege of suffrage, and it seems to me that
 if it is argued that boys of eighteen years of age
 are eligible and are necessary for our armed
 services, there can be no adequate reason why
 they should not also be given the privilege of
 suffrage."—**HOMER P. RAINEY**, President, Uni-
 versity of Texas, Former Director of the Ameri-
 can Youth Commission.

"Boys and girls of eighteen years of age are
 no longer children. They are young adults. In
 time of peace this is not always recognized, but
 when war comes, they are among the group
 called upon to make the greatest sacrifices for
 our nation's welfare. There is no age group
 with as high an average number of years of
 schooling as those in the group eighteen to
 twenty years inclusive. An average youth in
 this age group has probably attended school
 between two and three years longer than the
 average voter. Youth eighteen years old are
 qualified to vote, and should be given the op-
 portunity to do so. Such youth consider it their
 duty to help defend this nation. Adults should

recognize their right to help determine the poli-
 cies of the nation they fight to defend."—**FLOYD**
W. REEVES, University of Chicago, Former Di-
 rector of the American Youth Commission.

Why not start a League of Future Voters in
 your high school to discuss the amendment
 which has been proposed to lower the legal vot-
 ing age to eighteen years and other topics re-
 lated to citizenship? Here is an opportunity for
 pupils to make their influence count in im-
 proving government and the quality of citizen-
 ship.

ENCOURAGE HIGH SCHOOL YOUTH TO FORM HABITS OF THRIFT

Many boys and girls who should be in high
 school are getting jobs. Except the few who
 have special talents in industry and a still
 smaller group who hardly could profit from
 further school attendance, these young people
 would do a more patriotic service to their coun-
 try by staying in school and studying.

While some quit school on purely patriotic
 grounds to go to work, most of them do so for
 very selfish reasons. They want money. Until
 recently, a leading motive was a car. With that
 opportunity limited by rationing, many leaving
 school to work will lavish money on fine clothes
 and various sorts of amusement. There can be
 no doubt that the recent increase in juvenile
 delinquency is related somewhat to the large

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amount of money working boys and girls, even their parents, are spending on luxuries and wild times. Many are saving nothing, not buying saving stamps and bonds, nor even paying their parents for their board. Those who quit school to work would be much safer if they could be induced to save and invest a large part of their earnings in war savings.

The public schools have done exceedingly well in stimulating children to buy war savings stamps and bonds but the results have been far better in elementary than in high schools. Nevertheless, the older the pupil the more he should be encouraged there and at home to invest in war savings. All leaders of youth clubs and organizations in the school and community should emphasize more the value of self-denial through thrift as a worthy trait and patriotic duty.—GARRY CLEVELAND MYERS, *Editor, "Children's Activities," Chicago, Illinois.*

BOOST SCHOOL ACTIVITIES BUDGET WITH A COMMUNITY STUNT NIGHT

Try sponsoring a community stunt night as a means of raising money for the support of school activities. So successful is this event in some schools that it has become an annual feature of the activity program.

Arrange for the athletic association or some other outstanding group to have charge of the event. Get the support of the local newspaper, Parent-Teacher Association, and such groups as the Kiwanis, Rotary, and Y.M.C.A. Invite all organizations in the community to present stunts. Let various groups in the high school also present stunts. Award prizes for the best and most original performances. You will be surprised at the variety and originality of the stunts which will be presented and the community spirit which will be aroused. This year when wartime conditions make it necessary that citizens and pupils find most of their recreation in the home community, such a program should be especially popular. A stunt night will give community groups as well as pupils something to do which will be worth-while from the point of view of education, recreation, and public relations for the school, and is an excellent means of raising money for the activities budget.

GIVE PUPILS AN INSIGHT INTO OTHER NATIONS BY ORGANIZING A MODEL WORLD PARLIAMENT

Teachers can help pupils gain an insight into the world community of the future by encouraging them to participate in forums and discussions on world problems, exhibits of the cultural achievements of different nations, world citizens clubs, and model world parliaments.

Take for example, the possibility of organizing a model world parliament in an average high school. Pupils may be given an opportunity to volunteer, or be assigned seats, to represent the

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different countries in the world in some given proportions according to their literate populations and discuss for experiment such questions as the adoption of a universal language in addition to one's mother tongue and the free exchange of commodities. Pupils will have to acquaint themselves with the pertinent facts of the countries they represent and by so doing will also have the benefit of seeing other nation's problems through the eyes of those nations. Teachers of this generation can make or mar the creation of a better world order.—M. THOMAS TCHOU, Oberlin, Ohio.

MAKE YOUR SCHOOL PAPER A FORCE TO PROMOTE WORTHY ENTERPRISES

What about an editorial suggesting a study of library facilities in your community? Do you have a vigorous letter-to-the-editor column or have you so frightened off contributors that they will not be in favor of anything except the marching band or a school dance? Why not publicize the local Red Cross, aid in solving pedestrian safety problems, do something about bicycle hazards? If your Hi-Y or Campfire Girls are doing something significant in race relations or housing, it certainly is newsworthy material. What about some agitation for some use of panel discussions, forums, lectures, and the like?

This is controversial material and we typically think of the journalistic as objective—not taking sides, just printing the news, no special missions. This, of course, is sheer sophistry and sophistry too widely accepted. But the person who accepts this definition of a journalist is not a journalist at all—he is a hack. The good journalist is committed not to facts out of context but to truth. There is a difference. Facts are isolated phenomena—they become understandable truths only when strung together in consistent and adequate patterns.

Is the approach likely to make the high school paper a fairly serious affair? Yes, it is. But these are serious times. There is too much of the trivial in our high school and college curricula. . . . If we are going to get the dynamic interest of young people in this country, we will have to begin with where they are now, and the newspapers for which they are responsible can play an important role in the solution of the problem. Every newspaper should be run so if it were abandoned it would mean a real loss to the intellectual life of the high school. Is that true of your newspaper?—EDGAR DALE, Bureau of Educational Research, Ohio State University, Columbus.

SOMETHING TO DO IDEAS IN BRIEF

Are pupils getting what they should from their school experiences? Is the school council functioning effectively? Do your school grounds need improving? Are more recreational facilities

needed in your community? Take some school or community problem as a club project and work it through to solution and action.

The four kinds of interests which are common to high school boys and girls are: (1) Organizations and clubs in which individual hobbies are the primary concern. (2) Sports and games. (3) Reading and other intellectual interests. (4) Social activities. Take an inventory of pupil interests by having them list as many activities as they can under each of these headings.

Plan a panel discussion on the topic, "How to Select Suitable Leisure-Time Activities." In preparing for this discussion, interview persons who can give expert information on the topic—librarians, physical-education directors, museum officials, Y.M. and Y.W.C.A. secretaries, scout leaders, etc.

Build assembly programs around topics dealing with citizenship and patriotism. *The American Citizens Handbook*, National Education Association, Washington, D. C., is an excellent guide for use in preparing assembly or other programs on these topics.

Prepare a list of questions relating to the war for discussions in club meetings. Such questions as the following are stimulating: How does the war make us realize the importance of things we ordinarily take for granted? How does it increase our responsibilities? What part will high schools be called upon to play in the reconstruction period after the war?

Since there are many teachers eager to do research in the name of education, here is something significant to do: Make a list of the activities and experiences high schools can provide for pupils which will help them in attaining adult-like status and maturity. In this study, find out what contribution the extra-curricular activities make to the goal of helping pupils attain maturity and adulthood.

Build voting booths for use in school elections. This is a good project for pupils studying manual training.

Have you ever made a study of what high school pupils value in newspapers, or their newspaper reading habits, or what the school can do to develop discrimination in newspaper reading? Such a study would be valuable and might lead to some worth-while improvements. A booklet that you will find interesting and valuable in this connection is "Newspaper Discrimination," Edgar Dale and Verna Spicer, Bureau of Educational Research, Ohio State University, 25 cents.

The United States Secret Service has broadened its program of education against counterfeiting. Material for use in making a study of money and how to detect counterfeit may be

secured from the United States Secret Service, Washington, D. C. A study of this kind would make an excellent homeroom club project.

Do you ever take a look at the adult community into which your students will go? Why not have a project in your school to gather information about the community? This could include its history, a community survey, its problems, resources, etc. Material could be gathered dealing with the opportunities which exist for young people, the number who stay in the community following graduation, etc.

A good way to build up school spirit and morale is to sponsor school celebrations and anniversaries. Is this year an important anniversary in the history of your school or some group connected with it? If so why not tie this event in with activities of the school and plan to observe it?

An interesting project may be built around the study of colleges. A teacher describes a project of this kind carried out under her direction as follows:

Through the medium of studying colleges, seniors and juniors write business letters, conduct interviews, prepare source themes, present oral reports, and participate in panel discussions. This project, used originally with seniors, brings even better results with juniors. Each pupil chooses one college or university, to which he writes for a catalog and other literature. If possible, he interviews one of its graduates, perhaps an undergraduate also. From material thus collected, the pupil writes a short theme which puts to work his knowledge of notetaking, outlining, etc. He also gives a short oral talk before the class, and at the end of the project several periods are devoted to panel discussions of pupil-suggested questions. The pupils make a special study of self-help opportunities and scholarships of the various institutions.

Bowling for Girls

(Continued from page 340)

dropped and replaced from this list.

Bowling is a sport that anyone can learn to enjoy. It does not require too much skill, although practice does make for perfection, and there is a friendly spirit of rivalry among bowlers that provides time for relaxation and conversation, and produces pride in individual accomplishment. Many high schools do not offer it as an extra-curricular course because it involves too much teacher time. However, where facilities are available, where the co-operation of the local bowling alleys can be secured, where student managers can be used, it is highly successful and is a means of furthering wise use of leisure time as well as providing an opportunity for individual exercise and mental relaxation.

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New Helps

● **PHYSICAL EDUCATION FOR SMALL ELEMENTARY SCHOOLS**, by Harold K. Jack. Published by A. S. Barnes and Company, 1941. 184 pages.

This is a concise book presenting graded physical education for small and rural schools. It gives a complete program of physical activities for all eight grades. It solves the problem of what the small school can do with limited time and equipment. The activities are simple, and directions are supplied for all activities listed.

● **SCHOOL AND COLLEGE CIVILIAN MORALE SERVICE**. Published by the Federal Security Agency, United States Office of Education. 28 pages.

As the title indicates, this booklet is a part of the United States War Emergency Program. It answers the questions of schools and colleges on how they can best participate in the nation's program of stimulating and maintaining the spiritual fortitude known as "morale." It is timely and highly pertinent.

● **TABLE TENNIS**, by Jay Purves. Published by A. S. Barnes and Company, 1942. 82 pages.

In concise and simple language the former world's champion describes in this book the fundamental techniques of this game. The book can be used by players and coaches alike. Of particular value is a chapter on Pitfalls for Beginners and Their Correction. The Official Rules are included in the final chapter. This book is one volume of the Barnes Dollar Sports Library.

Comedy Cues

STRIKING SIMILARITY

Professor: Didn't you have a brother in this class last year?

Student: No, sir. I'm taking it over again.

Professor: Extraordinary resemblance! Extraordinary!—*Pathfinder*.

What we're afraid of is pretty well covered in an answer given in an Eastern first-aid class: "In case of a head wound, put a tourniquet around the neck."

Izzard: "How would you define a picnic?"

Jitters: "A picnic is a day set apart to get

better acquainted with ants, bugs, worms, mosquitoes, chiggers, sand-fleas and poison ivy."—*Wisconsin Journal of Education*.

VIEWPOINT

Boss: "You ask high wages for a man with no experience."

Applicant: "But it's so much harder work when you don't know anything about it."—*Milwaukee Bulletin*.

COULD BE

Mathematics teacher: "Robert, can you tell me what is meant by a polygon?"

Robert (a freshman): "I guess it means a parrot that's died, doesn't it?"—*Balance Sheet*.

Cargo, Shipment—The strange thing about these words is that when anything is transported in a ship it is called a *cargo*; when transported in a car it is called a *shipment*.—*Texas Outlook*.

INDEX TO ADVERTISERS

Columbia Scholastic Press Association 2nd Cover	
Delong Subscription Agency.....	348
DeMoulin Bros.....	348 & 357
Gennett Records.....	357
Harper Standard Engraving Co.....	353
Inor Publishing Co.....	4th Cover
Philosophical Library.....	354
Zanerian College.....	348
The Palmer Company.....	356
Rocky Mountain Teachers Agency.....	357
School Activities Publishing Company.....	346,
	349 & 3rd Cover

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INDEX TO VOLUME XIV

ADMINISTRATION AND SUPERVISION

- What the School Can Do in the War Program—Roy E. Morgan. P. 3, Sept. '42.
 A Personal View of Secret Societies—Anne Cawthon. P. 10, Sept. '42.
 Give Students a Chance to Help Promote Wartime Activities—C. C. Harvey. P. 35, Sept. '42.
 Make a Special Bulletin Board for Activities—C. C. Harvey. P. 38, Sept. '42.
 Training for Activities Administration—E. A. Thomas. P. 51, Oct. '42.
 Introducing a Student Council to a Small High School—William S. Hyatt. P. 55, Oct. '42.
 Debased Currency—Will French. P. 61, Oct. '42.
 Bulletin Board Displays—Roy Helm. P. 73, Oct. '42.
 Link Work of School with Community Life—C. C. Harvey. P. 75, Oct. '42.
 Utilize School Library in Activity Program—Irma Schweikart. P. 75, Oct. '42.
 Plan Activities Related to Special Educational Events—C. C. Harvey. P. 76, Oct. '42.
 Where Vocational Guidance Is a Total School Problem—N. Jane Benton. P. 91, Nov. '42.
 Re-Examining our Democratic Concepts—Lyman B. Graybeal. P. 123, Dec. '42.
 Research in Extra-Curricular Activities—John D. Anderson. P. 125, Dec. '42.
 Eliminate Travel by Broadcasting Programs—C. C. Harvey. P. 154, Dec. '42.
 A Calendar of Special Weeks and Days for 1943—C. C. Harvey. P. 163, Jan. '43.
 An Educational Thorn—Russell Tooze. P. 173, Jan. '43.
 Make the High School the Center of Community Life—E. H. Fixley. P. 197, Jan. '43.
 Democratic Choice or Nazi Election—Frank L. Clayton. P. 203, Feb. '43.
 Questions for the Commencement Committee—Fred B. Dixon. P. 209, Feb. '43.
 Train Prospective Teachers as Sponsors of Extra-Curricular Activities—H. H. Mills. P. 235, Feb. '43.
 Take an Inventory to See if School Is Aiding War Effort—Wendell Kellogg. P. 236, Feb. '43.
 What Shall We Teach in a Confused World?—Lyman B. Graybeal. P. 243, Mar. '43.
 Wartime Jobs and Student Activities—Charles I. Glicksberg. P. 245, Mar. '43.
 High Schools Should Offer Military Training—W. W. Eubanks. P. 247, Mar. '43.
 Gear Extra-Curricular Program to Wartime Needs—E. J. Newmeyer. P. 273, Mar. '43.
 Build Program of School Activities on Sound Educational Philosophy—Guy C. Chambers. P. 278, Mar. '43.
 An Extra-Curricular Workshop for Teacher-Sponsors—C. C. Harvey. P. 279, Mar. '43.
 Blueprint for Principals—Carl Berglund and Gunnar Horn. P. 283, Apr. '43.
 Choosing Members for the National Honor Society—Lenora Childress. P. 287, Apr. '43.
 Intramural vs. Interscholastic Contests—Russell Tooze. P. 292, Apr. '43.
 Making Announcements Educative—Harry G. Dotson. P. 301, Apr. '43.
 Emphasize Democratic Processes and Ideals—C. C. Harvey. P. 316, Apr. '43.
 Educational Ideals in Wartime—J. R. Shannon. P. 323, May '43.
 Competition Develops Co-operation—Howard G. Richardson. P. 325, May '43.
 Recognition Boosts Sale of U. S. War Stamps and Bonds—I. M. Fenn. P. 336, May '43.
 Gather Ideas on Activities for Use of Club Leaders—C. C. Harvey. P. 351, May '43.

ASSEMBLIES

- Tradition in the Assembly Program—Albert B. Becker. P. 17, Sept. '42.
 Effeminate Football for the Students—Kay W. Teer. P. 71, Oct. '42.
 Our National Education Week Observance—John P. Capretta. P. 71, Oct. '42.
 Exchange Assembly Programs with Other High Schools—C. C. Harvey. P. 115, Nov. '42.
 Our Senior Leadership Drive—Taft H. Broome. P. 130, Dec. '42.
 Our Wartime Speech Activity—S. M. Boucher. P. 189, Jan. '43.
 Honors Assembly—Albert Becker. P. 253, Mar. '43.
 To Celebrate Easter—Grace Bruckner. P. 259, Mar. '43.
 Bookland Pageant—Anne Bradbury. P. 269, Mar. '43.
 Prayer at School—Harold Garnet Black. P. 284,

- Apr. '43.
 Utilize Class Work in Planning Assembly Programs—Virginia Rider. P. 312, Apr. '43.
 Assembly Shows How Science Is Helping the War Effort—Paul N. Musgrave. P. 315, Apr. '43.
 Demonstrate Principles of Air Pressure—Lauretta Connors. P. 315, Apr. '43.
 Flag Salute Vitalized—Jerome W. Mohrhussen. P. 330, May '43.

ATHLETICS

- Athletics After Physical Training—P. F. Neverman. P. 12, Sept. '42.
 Six-Man Football in the Present Emergency—Lewis E. Flinn. P. 53, Oct. '42.
 Wartime Conservation of Athletic Equipment—Woodrow T. Hatfield. P. 87, Nov. '42.
 Noon Hour and Recess "Rainy Day" Physical Education Activities—Elva Lynn Moon Rollins. P. 112, Nov. '42.
 Insurance Against Athletic Injuries—W. F. Showers. P. 127, Dec. '42.
 Interest Pupils in Archery—C. C. Harvey. P. 159, Dec. '42.
 The Victory Corps Boys Physical Fitness Program—Jack Matthews. P. 183, Jan. '43.
 Tumbling—A Sport for Girls—G. Darwin Peavy. P. 184, Jan. '43.
 More Athletics Now, Not Less—Howard G. Richardson. P. 207, Feb. '43.
 Basketball Goals Need Ceilings Too—Jack Matthews. P. 217, Feb. '43.
 Develop Physical Fitness Through Outdoor Activity—Howard Glover. P. 234, Feb. '43.
 Summer Camps Are Vital this Year—Howard G. Richardson. P. 267, Mar. '43.
 Hold Father and Son Sport Night—Daryl Pendergraft. P. 276, Mar. '43.
 Base Football—Edwin H. Trethaway. P. 288, Apr. '43.
 No State Championships—Ray M. Berry. P. 328, May '43.
 Bowling for Girls—Mildred A. Schaefer. P. 340, May '43.

CLUBS

- A Challenge to the Spanish Club—Vera L. Peacock. P. 14, Sept. '42.
 An International Relations Club Serves a Purpose—Donald L. Simon. P. 32, Sept. '42.
 A "Says Who?" Club—R. E. Nichol. P. 34, Sept. '42.
 Organize NYA Students as a Service Club—C. C. Harvey. P. 35, Sept. '42.
 Suggestions for a Photography Club—Irma Ragan. P. 58, Oct. '42.
 "V" Work at Chatham High—Roy Helm. P. 71, Oct. '42.
 Start a Victory Council for Faculty and Pupils—Young American Victory Club. P. 74, Oct. '42.
 Give Your School Air-Conditioning—George W. Frasier. P. 74, Oct. '42.
 Study Juvenile Delinquency Caused by War Conditions—George Devereaux. P. 74, Oct. '42.
 Form a Community Appreciation Club—C. C. Harvey. P. 76, Oct. '42.
 The High School Victory Corps—C. C. Harvey. P. 85, Nov. '42.
 Let's Make a Movie—Robert E. Johnson. P. 93, Nov. '42.
 Introduce a Military Service Crafts Course—Polly Ann Holman. P. 118, Nov. '42.
 Organize and Develop a Junior Red Cross—R. E. Gillette. P. 118, Nov. '42.
 Making Block Printed Draperies—Norma Pearl Reid. P. 131, Dec. '42.
 History Becomes a School Activity—Leo J. Allunas. P. 140, Dec. '42.
 Organize Boys Who Plan to Join Armed Forces—Daryl Pendergraft. P. 154, Dec. '42.
 Study History of Labor Movement—C. C. Harvey. P. 156, Dec. '42.
 Organize a Fine Arts Club—Helen Croft. P. 157, Dec. '42.
 Amateur Astronomers in Action—Dorothy Wertman. P. 165, Jan. '43.
 Victory Corps Adds Impetus to Guidance Programs—Ray F. Myers. P. 166, Jan. '43.
 Launching a Hobby Club Program—Jerome W. Mohrhussen. P. 175, Jan. '43.
 The Goal of Social Service Clubs—Ethel S. Beer. P. 181, Jan. '43.
 Create Interest in Activities Through Pointing Projects—H. H. Kirk. P. 196, Jan. '43.
 Encourage Pupil Leadership in Planning Club Programs—Guy C. Chambers. P. 234, Feb. '43.

Teach Telephone Practices as English Club Activity—Warner Unbehaun. P. 236, Feb. '43.
 You Can't Add? Shall We Start an Arithmetic Club?—Guy M. Wilson. P. 238, Feb. '43.
 The School Movie Club—Hardy R. Finch. P. 249, Mar. '43.
 Activity of a Publicity Club—Elva Jockumsen. P. 251, Mar. '43.
 School Clubs in Wartime—Mary A. Peters. P. 300, Apr. '43.
 Select a Competent Sponsor for Your Stamp Hobby Club—H. H. Mills. P. 312, Apr. '43.
 School Converted to War Aims—Paul G. Bulger. P. 314, Apr. '43.
 Organize a Club to Study and Write State History—C. C. Harvey. P. 315, Apr. '43.
 Encourage Clubs to Develop Project in Self-Evaluation—C. C. Harvey. P. 350, May '43.
 Let Club Members Write Their Own Life Histories—C. C. Harvey. P. 351, May '43.
 Let Members of Science Club Care for Plants in Building—Hanna Logasa. P. 351, May '43.
 Find Science Club Projects in Your Local Community—C. C. Harvey. P. 352, May '43.

DEBATE

"Mail Order" Debating—Eric Julber and Warren Christopher. P. 45, Oct. '42.
 Inter-relationships of Parliamentary, Motions and Questions—F. M. Gregg. P. 109, Nov. '42.
 The Case for a Federal World Government—Harold E. Gibson. P. 148, Dec. '42.
 The Case Against a Federal World Government—Harold E. Gibson. P. 176, Jan. '43.
 In Defense of Speech Contests—O. W. Kolberg. P. 179, Jan. '43.
 Making Affirmative Rebuttal Plans—Harold E. Gibson. P. 222, Feb. '43.
 Making Negative Rebuttal Plans—Harold E. Gibson. P. 262, Mar. '43.
 A Sample Panel Discussion—Willis W. Collins. P. 265, Mar. '43.

DRAMATICS

Stage Action Streamlined—Edward Palzer. P. 46, Oct. '42.
 Who Chooses Your Plays?—Harry Carleton. P. 56, Oct. '42.
 Tangled Threads—U. S. Allen. P. 62, Oct. '42.
 A Christmas Masque—Victor M. Houston and Helen Jerard. P. 133, Dec. '42.
 A Child's Nativity—Grace Bruckner. P. 135, Dec. '42.
 Our Christmas Pageant—W. N. Viola. P. 142, Dec. '42.
 Perspective Through Speech—Edward Palzer. P. 168, Jan. '43.
 A Class Play that Emphasizes Class—Walter Kent. P. 206, Feb. '43.
 You Can Dramatize It—Calvin T. Ryan. P. 219, Feb. '43.
 Uncle Sam. What Can I Do?—Lena Martin Smith. P. 260, Mar. '43.

FINANCING ACTIVITIES

Financing Extra-Curricular Activities—Earl G. Smith. P. 15, Sept. '42.
 A Simple Plan of Accounting—Harold M. Holmes. P. 21, Sept. '42.
 Our Annual High School Carnival—C. C. Harvey. P. 57, Oct. '42.
 Systematic Banking of Activity Funds—Elnor Beatrice Hicks. P. 107, Nov. '42.
 Add to the Activity Fund by Initiating a Pupil Work Day—C. C. Harvey. P. 159, Dec. '42.
 Magazine Sales as a Source of Revenue—O. C. Hosteller. P. 185, Jan. '43.
 Raise Money and Aid War Effort by a Fat Collection Campaign—Perry G. Worthman. P. 235, Feb. '43.
 Organize a Saving System—C. C. Harvey. P. 316, Apr. '43.
 A Junior High School Buys a Jeep—Heber Eliot Rumble. P. 342, May '43.
 Boost Activities Budget with a Community Stunt Night—C. C. Harvey. P. 354, May '43.

HOME ROOMS

How We Teach "Personality" in the Home Room—Mildred Fulton. P. 33, Sept. '42.
 Study the Relationship of Diet to Health—C. C. Harvey. P. 35, Sept. '42.
 Plan a Historical Exhibit in Your Community—H. R. Meyerling. P. 37, Sept. '42.
 Essentials in Homeroom Activities—Byron C. Kirby. P. 54, Oct. '42.
 Gather Information About High School Alumni—Shirley Jo Webster. P. 77, Oct. '42.

Write a Guidebook to Good Manners—C. C. Harvey. P. 78, Oct. '42.
 How We Get Acquainted—Mildred Fulton. P. 112, Nov. '42.
 Collect and Repair Discarded Toys—C. C. Harvey. P. 116, Nov. '42.
 Develop a Study Unit on Public Opinion and Propaganda—C. C. Harvey. P. 118, Nov. '42.
 Our Sharing Christmas—Grace Bruckner. P. 141, Dec. '42.
 Undertake a Wartime Project and Know Your Homeroom—Dorothy Edmund Wells. P. 171, Jan. '43.
 Activity Guidance Through Class Meetings—Laurence S. Flaum. P. 187, Jan. '43.
 Give Attention to Youth Problems in Programs of Activity Groups—C. C. Harvey. P. 194, Jan. '43.
 Encourage Pupils to Conserve Classroom Materials—Hannah Logasa. P. 195, Jan. '43.
 Find Projects in How to Read a Newspaper—C. C. Harvey. P. 195, Jan. '43.
 Write Cheerful Letters to Friends in the Armed Forces—C. C. Harvey. P. 199, Jan. '43.
 Plan a Senior Opportunity Day—C. C. Harvey. P. 275, Mar. '43.
 Guidance Receives Emphasis in Pennsylvania Activities—C. C. Harvey. P. 313, Apr. '43.
 Teach Pupils to Know Their Home Town—Catherine McGee. P. 314, Apr. '43.
 A Timely Project for the Home Room—Earl K. Hillbrand. P. 337, May '43.
 Vitalize Homeroom Activities by Inter-Class Visitations—A. H. Della Penta. P. 350, May '43.

PARTIES

Welcome Freshmen and Sophomores with a Party—C. C. Harvey. P. 37, Sept. '42.
 Hallowe'en Hoopla—Edna von Berge. P. 67, Oct. '42.
 A Costumed Hallowe'en Party—John E. Dixon. P. 71, Oct. '42.
 Le Cercle Francais Meets with El Centro Hispano—Vera L. Peacock. P. 101, Nov. '42.
 Revive the Old Fashioned Spelling Bee—C. C. Harvey. P. 115, Nov. '42.
 Provide Social Experience Through Informal Fire-side Parties—M. E. Hawk. P. 198, Jan. '43.
 Music for Dancing Parties for the Duration—Floyd W. Hoover. P. 204, Feb. '43.
 Now Is the Time for an All-School Banquet—Helen Crandall. P. 302, Apr. '43.

PROGRAM MATERIAL

To Encourage Inter-School Friendliness—Max Klingbeil. P. 26, Sept. '42.
 Have Panel Discussions on Youth Problems—C. C. Harvey. P. 36, Sept. '42.
 "I Move That"—Jen Elizabeth Jenkins. P. 92, Nov. '42.
 The Question of Age Limit for Future Voters—C. C. Harvey. P. 128, Dec. '42.
 Let Clubs Discuss Planning for Marriage—Paul Pennoe. P. 155, Dec. '42.
 A Social Function Integrates—Charles I. Glicksberg. P. 186, Jan. '43.
 One Friday, the Thirteenth—Hazel L. Sheldon. P. 188, Jan. '43.
 Make Plans for Graduation Program of the Activity Type—C. C. Harvey. P. 194, Jan. '43.
 Discuss Geography of Air Age—H. E. Goodwin. P. 197, Jan. '43.
 Promote Series of Programs Based on Radio Transcriptions—Lawrence Riggs. P. 197, Jan. '43.
 Form an Organization to Discuss Topics Related to War—H. H. Mills. P. 198, Jan. '43.
 Choric Speaking in the Secondary School—Ruth E. Lindsay. P. 221, Feb. '43.
 How Our Class Night Program Grew—Selena B. Robinson. P. 225, Feb. '43.
 Here's How One School Is Helping the War Effort—Maude Staudenmeyer. P. 273, Mar. '43.
 Make Experiments with War Materials in Science Club—Lauretta Connors. P. 275, Mar. '43.
 Conduct a Citizenship Recognition Program—C. C. Harvey. P. 276, Mar. '43.
 School Radio Programs—Sophie Miller. P. 285, Apr. '43.
 Chamber Music—Earle Connette. P. 298, Apr. '43.
 Our Band and How It Grew—Stanley M. Metzger. P. 305, Apr. '43.
 Cultivate Social Understanding Through Group Participation—Charles H. Judd. P. 313, Apr. '43.
 Glee Club Dedicates Service Flag—Margery L. Settle. P. 326, May '43.
 School Radio Programs—Part II—Sophie Miller. P. 341, May '43.
 Plan Programs to Serve as Substitute for Hazing—Virginia Rider. P. 350, May '43.

PUBLICATIONS

- Send School Newspaper to Grads in Service—Mildred E. Raiston. P. 36, Sept. '42.
Awards in Journalism—J. Orville Bumpus. P. 49, Oct. '42.
Suttonian Prints Criticism of American School Papers—Spaulding High School. P. 50, Oct. '42.
Early Student Publications—Laurence R. Campbell. P. 52, Oct. '42.
A Library for the Journalism Classroom—Gunnar Horn and Elsa Thompson. P. 95, Nov. '42.
Judge Your School Newspaper—Laurence R. Campbell. P. 167, Jan. '43.
Yearbooks in Wartime—Laurence R. Campbell. P. 205, Feb. '43.
Teaching to Eliminate Gossip Columns—Edwin A. Fensch. P. 211, Feb. '43.
A Seventh Grade Publishes a Newspaper—Helen Sliffe. P. 218, Feb. '43.
Publish a Victory Corps Bulletin as a Section of the School Newspaper—C. C. Harvey. P. 275, Mar. '43.
Educational Possibilities of a School Newspaper—Mildred K. Bickel. P. 303, Apr. '43.
Report News of Departments to Local and School Papers—C. C. Harvey. P. 313, Apr. '43.
Scholastic Journalism and the War—Laurence R. Campbell. P. 327, May '43.
Keep a Bulletin Board Featuring Items of Timely Interest—C. C. Harvey. P. 351, May '43.
Let High School Pupils Edit Issue of Local Newspaper—C. C. Harvey. P. 352, May '43.
Make Your School Paper a Force to Promote Worthy Enterprises—Edgar Dale. P. 355, May '43.

SCHOOL SPIRIT

- Vitalizing Honors—Helen J. Thompson. P. 20, Sept. '42.
Developing Pep Leaders in a Democratic Way—Leslie A. Stovall. P. 31, Sept. '42.
Raising the Flag at Central High—Calla E. Varner. P. 31, Sept. '42.
Arouse School Spirit with a Snake Dance—Steve Makuh. P. 38, Sept. '42.
A Social Relationship Project—Loren F. Green. P. 88, Nov. '42.
Give Pupils a Chance to Help in Local Improvement—C. C. Harvey. P. 116, Nov. '42.
Give Recognition to Pupils Who Assume Civic Responsibilities—C. C. Harvey. P. 116, Nov. '42.
Help Freshmen Get Adjusted—Agatha Harding. P. 155, Dec. '42.
Emphasize Making Friends and Working with People—C. C. Harvey. P. 156, Dec. '42.
John Smith, American High School Boy, Speaks—Arnold E. Meizer. P. 208, Feb. '43.
Basketball Fans Buy Bonds—J. P. Sumpter. P. 224, Feb. '43.
A Service Flag Dedicated—Carrie Eble. P. 252, Mar. '43.
Slogans for School Use—Sarah Lois Miller. P. 291, Apr. '43.
Make Pupil Opinion Surveys on Current School Affairs—C. C. Harvey. P. 312, Apr. '42.

STUDENT GOVERNMENT

- Why Not Develop a Bill of Duties—Fred B. Dixon. P. 13, Sept. '42.
A Federation of Student Councils—Vida L. Porter. P. 24, Sept. '42.
Defense in Our School—Richard Houseman. P. 33, Sept. '42.
Give Pupil Leaders Practice in Parliamentary Procedure—C. C. Harvey. P. 77, Oct. '42.
Is Your School Council an Effective Instrument of Democracy—Lester A. Kirkendall. P. 83, Nov. '42.
A Bicycle Court—Marie T. Lawson. P. 86, Nov. '42.
Student Government in the Guidance Program—Charles E. Saltzer. P. 113, Nov. '42.
Conduct an Election Parallel to the General Election—Buddy Lee Harvey. P. 117, Nov. '42.
Prepare Copies of Student Council Minutes for Each Home Room—C. C. Harvey. P. 118, Nov. '42.
Conduct a Campaign Against Absence and Tardiness—Edna Hushman. P. 194, Jan. '43.
Students Guard Chicago Vocational School—I. M. Fenn. P. 210, Feb. '43.
Council Work Starts in the Junior High School—H. E. George. P. 226, Feb. '43.
Training Pupils for Democracy by Giving Responsibility—Richard Welling. P. 234, Feb. '43.
Encourage the Student Council and School Newspaper to Join Forces—C. C. Harvey. P. 235, Feb. '43.
Organize Pupil Courtesy Squad as School Council Function—C. C. Harvey. P. 237, Feb. '43.
Governed by Precedents—Grace Haggard. P. 248,

Mar. '43.

- Pioneer in Student Government Writes Book on Experiences—C. C. Harvey. P. 277, Mar. '43.
Need a Student Council Project?—C. C. Harvey. P. 316, Apr. '43.
Organizing a High School Co-Op—Betty P. Beaver. P. 331, May '43.
Student Government, an Aid to Democracy—A. O. White. P. 345, May '43.
Organize Future Voters League—C. C. Harvey. P. 352, May '43.
Give Pupils an Insight into Other Nations by Organizing a Model World Parliament—M. Thomas Tchou. P. 354, May '43.

SUPPLEMENTARY AND MISCELLANEOUS ACTIVITIES

- Utilization of Radio in the Classroom—Stella Kulchesky and Leo Early. P. 19, Sept. '42.
A Guidance Director Reports—Marjorie Shepard. P. 22, Sept. '42.
Keep Posted on Programs of National Associations—C. C. Harvey. P. 35, Sept. '42.
Albuquerque Students Received in Mexico—Wayne T. Pratt. P. 43, Oct. '42.
Does Your Town Have an Albert Conley—J. L. Simpson. P. 65, Oct. '42.
Promote a Clean-up Campaign After Halloween Program—C. C. Harvey. P. 75, Oct. '42.
Do Your Science Projects Reach Home?—Maitland P. Simmons. P. 89, Nov. '42.
Hazleton's College of the Air—Roy E. Morgan. P. 94, Nov. '42.
Piano Chickens—William O'Shields. P. 108, Nov. '42.
A Successful Community Meeting—Elinor H. Gleason. P. 112, Nov. '42.
Operate a School Employment Bureau—Laramie High School. P. 115, Nov. '42.
Let Pupils Hold a Hobby Fair—C. C. Harvey. P. 116, Nov. '42.
Students Learn How to Canvass—J. Murray Brooks. P. 124, Dec. '42.
Guidance in Its Social Aspects—Charles I. Glicksberg. P. 138, Dec. '42.
Tutor Men Rejected for Armed Service—C. C. Harvey. P. 154, Dec. '42.
Give Practice in Making Interviews—C. C. Harvey. P. 155, Dec. '42.
Motivate Use of School Library—Margaret Hedgecock. P. 159, Dec. '42.
Speech Audience Affinities—Edward Palzer. P. 212, Feb. '43.
Fire Fighting as an Extra-Curricular Activity—Robert W. Porsche. P. 227, Feb. '43.
A Selected Annotated Bibliography on Student Activities—Fred B. Dixon. P. 229, Feb. '43.
Make Scrapbook on School's Contribution to War Effort—Homer W. Anderson. P. 235, Feb. '43.
Start College Information Room as Pupil Self-Guidance Project—C. C. Harvey. P. 237, Feb. '43.
Plan a Project on Health and Food as a Feature of May Day Activities—Ruth Ann Engel. P. 278, Mar. '43.
Spade Brigades—Mary Kentra Erickson. P. 286, Apr. '43.
American Literature Exhibits for the School Fair—Gretta Iutzi. P. 289, Apr. '43.
The Creative Activity Program—L. S. Flaum. P. 295, Apr. '43.
How High Schools Can Help the Morale—Esther G. Smith. P. 304, Apr. '43.
After School—What?—J. Paul Gardner. P. 307, Apr. '43.
Plan a Summer Program to Give Work Experience—C. C. Harvey. P. 317, Apr. '43.
Civil Identification Project—Nellie Mann. P. 325, May '43.
Radio—a School Activity—George Jennings. P. 333, May '43.
After High School—What?—J. Paul Gardner. P. 338, May '43.
Encourage Habits of Thrift—Garry Cleveland Myers. P. 353, May '43.

Because of the complex interrelation of the various extra-curricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Items appearing in such departments as As the Editor Sees It, New Helps, News Notes, and Comedy Cues are not listed in this volume index.

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